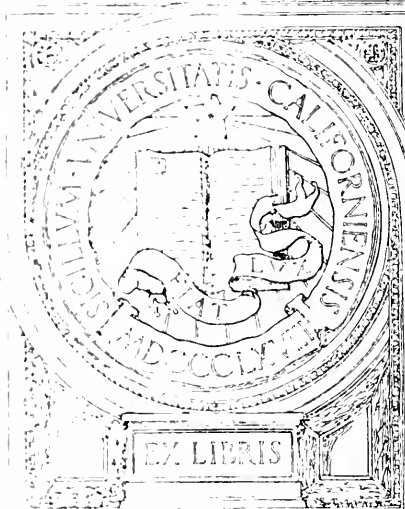


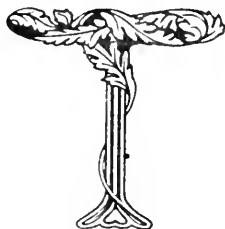


UNIVERSITY OF CALIFORNIA
AT LOS ANGELES



ROBERT ERNEST COWAN

HISTORY OF THE BERKELEY SCHOOLS



S. D. WATERMAN

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SAN CARLOS 1769

ROBERT FRANKSTON GOWAN

"Westward the course of empire takes its way.

The first four acts already passed.

The fifth shall close the drama with the day.

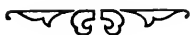
Time's noblest offspring is the last."

—Bishop Berkeley

History of the Berkeley Schools

By

S. D. Waterman



An account of the School System of Berkeley from
its establishment to date, with a detailed presenta-
tion of the special features in the various schools

Berkeley, California

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FOREWORD

I have not written this sketch of the Berkeley schools expecting any great financial returns, but with the hope that it may be of interest to those who are now in the department, and that it may be of value later as a source of information about the growth and development of the school system of which we are so justly proud.

The task of writing the history since the incorporation of the town in 1878 has been a simple one, as the records of the Board of Education and the files of the daily papers have been available.

It has not been so easy to secure data for the period preceding the incorporation. The statements are sometimes incomplete, but as far as they are given they are reliable. Among those who have given information about the schools of this early period, I must mention especially, Mrs. Emma S. Wilkes, Mrs. Adelaide Marquand, Mr. Charles McClain, Mr. A. H. Broad and Mr. Thomas Hann.

I have made use of one or two short quotations from Prof. Jones' History of the University of California for which due credit has been given.

If the public derive as much pleasure from the reading of this history as the author has derived from the writing of it, he will feel amply repaid.

S. D. WATERMAN

HISTORY OF THE BERKELEY SCHOOLS

CHAPTER I HISTORICAL SKETCH

In 1820, the last Spanish governor of California, who was likewise the first Mexican governor, conferred San Antonio Rancho upon Don Luis Peralta and, in 1842, Don Luis divided this into four equal parts, giving one part to each of his four sons. The portion extending from Temescal Creek to the present Contra Costa line fell to his son Jose.

The earliest American settlers upon this tract came in 1852 when F. K. Shattuck, Geo. M. Blake and William Hillegass acquired a part of it by purchase and commenced farming on quite an extensive scale on land included in the present site of Berkeley. Alameda County was organized in 1853 from parts of Contra Costa and Santa Clara Counties.

The present site of the University was selected by Henry D. Durant in 1858, and in 1860, the trustees decided that this should be the permanent site. Mention is made of this, because the location of the University and its growth have made the city of Berkeley what it is. Many people have chosen this city for their homes in order to have, for their children, the advantages offered by the University, without any great expense.

The first settlement was at Ocean View, or West Berkeley, and the center of business and population was at the corner of University and San Pablo Avenues. It would doubtless have remained in that vicinity but for the influence of the University.

The name, Berkeley, was suggested by Mr. Frederic Billings, one of the trustees. After quoting the well known lines of Bishop Berkeley,—

HISTORY OF THE BERKELEY SCHOOLS

"Westward the course of empire takes its way,
The first four acts already passed,
The fifth shall close the drama with the day,
Time's noblest offspring is the last."

he suggested the name, Berkeley, for the new settlement. This suggestion was taken by his associates and several years later when the town was incorporated, this name was given to it.

Previous to the establishment of the University site, San Pablo Avenue, running north and south, was the only road leading to Oakland, while University Avenue was the only street running east and west. Between San Pablo Avenue and the Bay the straggling settlement of Ocean View sprang up and after the overland railroad was completed in 1869, grew quite rapidly. These two settlements were united and incorporated as the "Town of Berkeley" in 1878. Previous to this time, Berkeley proper was a small scattered settlement. There were a few houses on what is now known as Telegraph Avenue, then known as Choate Street, near the entrance to the University Campus, at the end of the "Dinky" car line. There was a small settlement in the vicinity of Berkeley Station and a few scattered residences were found here and there. The principal settlement at the time of incorporation was at Ocean View.

"We were a long way from San Francisco. We had either to follow the pace of a bob-tailed car to Oakland—a trip of over an hour—and thence to the city, or else take an omnibus which had the unpleasant habit of capsizing and breaking collar bones and arms. The destination of this omnibus was the ferry at Ocean View, or Jacob's Landing,—otherwise West Berkeley. From this point we embarked upon a steamer that was very uncertain as to the time of starting and still more uncertain as to the time of arriving."

Later, our communication with Oakland was greatly improved in two ways. One of these was by the way of Golden Gate by Southern Pacific steam car,—thence on San Pablo Avenue by horse car to Fortieth Street, and thence by cable car to Seventh and Broadway, Oakland. The other route was by a steam "Dinky" from the University grounds to Temescal at Forty-eighth Street, and thence by horse car to Oakland. The trip by either of these two routes consumed fully an hour. Close connection was made

at Seventh and Broadway with the local trains for San Francisco.

The regular local trains to Berkeley and Ocean View afforded occasional means of reaching the city. Compared with the excellent transportation facilities of today, these earlier modes of communication seem primitive indeed.

The Overland trains first came to San Francisco via Niles and the Livermore Valley in 1869. Several years later, the route via Tracy and Martinez was established,—the Valley Road was completed, the Benicia line to Sacramento was opened and West Berkeley began to grow and show signs of becoming later the manufacturing center of the town.

Previous to the incorporation of the town, there were schools in Ocean View and also in East Berkeley, the school in Ocean View having been the first organized. The following sketch, though brief, seems to be correct as far as it goes:

A small wooden building was erected on or near the corner of San Pablo Avenue and Virginia Street on land owned by Mr. Patrick Rooney. Later, Mr. Rooney deeded the land to the town "to be used for school purposes." The school was known as the "Ocean View School." People living in the outlying districts sent their children to this school and soon the little building gave way to a larger one and Mr. S. A. Penwell, afterwards Justice Penwell, took charge. Mr. M. M. Gilman succeeded Mr. Penwell and during his term a good school library was established. The school soon became so large that several assistants were needed. When Berkeley was incorporated the "Ocean View School" became known as the "San Pablo Avenue School."

In 1877, Miss Ella J. Bynon, sister of Mrs. Adelaide Marquand, and now assistant superintendent of the public schools in Portland, Oregon, opened a primary school for the smaller children, on Sixth Street, near Delaware. As the San Pablo Avenue school was too far away for these little children to attend, this private school was a success from the start.

The first school in East Berkeley was a private school at the corner of University and Shattuck Avenues. The establishing of this school was largely due to the efforts of Mr. Jos. McClain, recently deceased. Mr. MacArthur was the first teacher, in 1872 or 1873, and the children who had been attending the "Ocean View School" were enabled to attend a school nearer home.

The first Public School in East Berkeley was opened at the

corner of Berkeley Way and Shattuck Avenue, under Clapp's Hall.

This school was soon afterwards moved to the west side of Shattuck Avenue next to McClain's grocery store on the lot where the Francis Shattuck building now stands. McClain's store was on the S. W. corner of Addison Street and the school room was next to it. At first, Mr. Fuller taught the entire school, but during two years prior to the incorporation of the town, he had several assistants. The school was continued in the same locality until the completion of the Kellogg School building in December, 1879. The new building was occupied at the opening of the term in January, 1880.

CHAPTER II

THE FIRST BOARD OF EDUCATION

A meeting of the members of the first Board of Education of the Town of Berkeley was held May 28, 1878, in the Town Hall on Shattuck Avenue, near Addison Street. The meeting was called to order by Prof. W. B. Rising. The following named directors were present: Bruns, Dale, Kellogg, Johnson, and Rising. Director Starr was absent. Director Henry Bruns filed his certificate of election as follows:

U. S. of America,	}	ss.
State of California,		
County of Alameda.		

I, Stephen G. Nye, County Judge for the County of Alameda in the State of California, do hereby certify that, at an election held in and for the Town of Berkeley in said County of Alameda on the 13th day of May, A. D. 1878, Henry Bruns was duly elected to the office of School Director of said town as appears upon the official returns of said election and the statement of votes cast now on file in my office. In witness whereof I hereunto affix my hand this 17th day of May, 1878.

STEPHEN G. NYE,
County Judge.

State of California,	}	ss.
County of Alameda.		

I do solemnly swear that I will support the Constitution of the United States and the Constitution of the State of California, and that I will faithfully discharge the duties of school director of the Town of Berkeley to the best of my ability.

HENRY BRUNS.

STEPHEN G. NYE,
County Judge,
Witness.

Martin Dale, William H. Johnson, Martin Kellogg, M. B. Starr, and W. B. Rising each filed a like certificate.

The Board organized by electing Martin Kellogg President, and W. H. Johnson President pro tem. E. L. Wright was appointed Secretary. Prof. Kellogg held the office of President until 1884.

At a meeting of the Board held on the evening of May 20th, 1884, the following preamble and resolution were unanimously adopted:

"Whereas, By the expiration of his term of office, Professor Martin Kellogg is about to retire from the Board of which he has been a member since its organization, and for many years its President; and,

"Whereas, His associates wish to place upon record their appreciation of his uniform courtesy toward his fellow-members; of his wise counsel and his untiring, unselfish fidelity in the discharge of his official duties, which have contributed so largely to the perfect organization and present efficiency of the schools;

"Resolved, That we express to Professor Kellogg, for ourselves and in the name of the teachers and pupils of our schools and the citizens of the Town of Berkeley, our profound regret at this loss to the interests committed to our charge."

The first and third Tuesdays at 8 p. m. were fixed as the time for meeting. The place of meeting varied. At first it was in the Town Hall on Shattuck Avenue and then for six months in East and West Berkeley alternately. Finally, when the Town Hall on University Avenue and Sacramento Street was completed, the place of meeting was fixed permanently in the Town Hall.

Mr. Gilman was elected Principal of the West Berkeley School and Mr. A. L. Fuller, Principal of the East Berkeley or Shattuck Avenue School. As has already been stated, this school was held at first in the basement story of Clapp's Hall, corner of Berkeley Way and Shattuck, and afterwards in rooms on the west side of Shattuck Avenue, second door south of Addison Street. On July 2nd, 1878, the first steps were taken for securing a lot for school purposes in East Berkeley. Lots 8, 9, 10, 11 and 12 on the south side of Center Street between Oxford and Shattuck as offered by Carnall and Eyre were ordered bought if possible, and the President of the Board was authorized to secure the refusal of these lots at a price not to exceed \$2800. At a regular meeting of the Board held on January 7, 1879, these lots were ordered

purchased. Later, the land through to Allston Way was added to the tract already described.

Strawberry Creek at this time ran down Allston Way from Fulton Street across Shattuck Avenue. The railroad crossed the creek by means of a trestle on the east side of Shattuck, and there was a bridge and a walk for ordinary travel on the west side. The creek crossed Oxford Street near Center and cut diagonally across to the corner of Fulton and Allston. The channel of the creek was in the middle of the street and there was a raised walk for "foot travelers" on the south side of Allston.

When the Town Trustees completed the culvert for carrying the water of the creek, the school lot had a double frontage—Center Street and Allston Way.

When the school lot was purchased there were but three houses on the block;—one, owned by Dr. J. S. Eastman as a residence, since moved to an Oxford frontage,—a cottage toward Shattuck Avenue owned and occupied as a residence by John Boyd, known as the "Boss Baggage Buster of Beautiful Berkeley,"—and a small building occupied by Mikkelsen and Berry as a tailoring establishment. An apple orchard covered the rest of the block.

On May 20th, 1879, Messrs. Bunce, Byxbee, Dornin, Palmer, Johnson and Kellogg presented their credentials as new members of the Board and they qualified by taking the oath of office. Mr. P. Munroe was elected the first census marshal under the law.

On June 3rd, 1879, the Finance Committee, in accordance with previous instructions, made the following report of the approximate value of the school property:

Real Estate.....	\$4050
Buildings	2250
Furniture	1254

Even at this early day the idea of having a special teacher of vocal music was entertained, and Mr. G. C. Starr proposed to teach the Science of Music for \$30 per month.

The Committee on School Houses and Sites were authorized to ask for plans and specifications for the erection of a two-story three-room building upon the lots recently purchased, "the plans to be of such a nature as to permit the addition of other rooms as needed." On January 29th, 1879, the plans of Samuel and J. C. Newsom were adopted, and after due formality in advertising for bids the contract was let to Mr. George Embury for \$3365.

As there was no money available for immediate use, Messrs. J. L. Barker, H. Bartlett, G. D. Dornin, H. A. Palmer and F. K. Shattuck agreed to furnish the money as a loan. When the building was completed, it was named "The Kellogg Grammar School." It was occupied for school purposes December 11th, 1879. This was considered an event of so great importance that the Berkeley Advocate of December 18th, 1879, devoted a column to a description of the building and an account of the steps leading to its erection.

Mr. Fuller was retained as Principal until June, 1880. When he resigned, Mr. W. W. Anderson was chosen in his place. At the same time Mr. Horton was made Principal of the San Pablo School. During the illness and absence of Mr. Horton, Mr. H. A. Nelson and Mr. Clement took his place.

Mr. Anderson remained until 1884, when he resigned and the Board elected Mr. Henry Veghte to fill the vacancy.

The following from the annual report of Mr. Berryman, President of the Board of Education, is given to show that the demand for additional room is nothing new. The same questions are to be solved every year:

PRESIDENT'S REPORT.

"In reviewing the business of the past year ending May 19th, 1885, I wish in the first place to impress upon your minds the necessity of considering at once the most important measure of furnishing accommodations for a rapidly increasing number of children. The school census shows that we have 817 children between the ages of 5 and 17 years, and we have accommodations for 230 at the San Pablo Avenue School and 264 at the Kellogg, leaving 323 for whom provision must be made.

"The Board will perceive from the financial statement herewith submitted that the funds on hand are barely sufficient for meeting the demands against us to August 1st, and it is the imperative duty of this Board to make provision for the expenses that will accrue until the town taxes are paid."

In order to meet the first part of this report, steps were taken to provide, at once, additional rooms in North Berkeley.

In June, 1885, Directors Jones, Burr, Andrews and Heyward were appointed with power to act. They were to receive proposals from property holders to build a school house in North

Berkeley and to rent the same to the town. Mr. Berryman built the house and afterwards sold it to Mr. Banister. This house was on the northwest corner of Rose and Milvia Streets, and was opened for school purposes with two classes in 1886, with Miss Juliet Lumbard and Mrs. N. M. Norman as teachers.

Some of our very best teachers served an apprenticeship in this little building. Among these may be named Misses Lumbard, Woodall, Cotrel, Barrows, Hartley, Bryant, Mrs. Potwin and others.

In 1897 the building was purchased and moved from the old site to a lot on the east side of Milvia Street between Rose and Berryman Streets. It was raised and changed to a three-room building and in 1905 it was sold and converted into an apartment house.

In 1891 the entire Eighth grade of East Berkeley used a room in this building under the able management of Miss Lumbard. This class, with its teacher, was afterwards moved to a rented room on the north side of Center Street over Aitken's art store. This condition held until the completion of the Whittier School building in 1892. Miss Lumbard's class was transferred to the Whittier, and she became the first principal. The growth north of Center Street was very rapid for several years. It became necessary to provide rooms for a class or two elsewhere.

At this time no charge for fare between Vine Street and Dwight Way was made by the Southern Pacific Railroad. As an unoccupied room in the LeConte School building was available, a class was transferred from the Northern to the Southern district, taking the 8:30 A. M. train to Dwight Way, and the 2:40 P. M. train from Dwight Way north. The school session for this class began at 8:45 A. M. and closed at 2:30 P. M.

CHAPTER III

RENTED ROOMS

At different times since 1890, it has been found necessary to make use of rented rooms to accommodate the ever increasing number of pupils. It is true that these rooms, or the most of them, furnished shelter from the winds and rain, but they were in no way suited to school purposes. Vacant lots and the public streets were used for playgrounds and the sanitary conditions were in most cases fierce.

Unless one has had experience with an environment of this kind he cannot fully appreciate the difficulties to be overcome.

These conditions were a serious handicap for years, but they have been remedied by degrees by the erection of new buildings and by making additions to the old. At the present time (1917) the number of rented rooms is small. The following is only a partial list of rooms rented during the years that have passed:

On the 11th day of August, 1891, the Committee on School Houses and Sites reported that they had rented from Mr. Peter Maloney a room at the corner of Channing and Shattuck for \$30 a month, with the refusal for another room adjoining for \$50 a month for the two. The second room was needed soon after and the principal, assisted by Bob Cuthbert, the janitor, spent Saturday afternoon and the greater part of Sunday in preparing the room for occupancy. Blackboards were not available on such short notice and Hyloplate was not yet on the market, so as a substitute very thick Manila paper of the proper width was fastened to the walls and after receiving two thorough coats of Liquid Slating and after drying for a day or two the Blackboard (?) was ready for use. These two rooms were retained for several years and were known as "Maloney's Seminary."

Four small rooms on Dwight Way were rented from Mrs. Calhoun. The teacher here surely had "to look around the corner." There was a front hall, a front parlor, a back parlor and a dining room connected at various angles and the teacher's desk

was situated so as to command all of these angular situations. If you do not think that the teacher here had a picnic, ask Miss Bergen, who is still doing valiant service for the children of Berkeley. Then there were two rooms at the corner of Blake and Shattuck in what was then known as the "Simrak Block," also one room in Odd Fellows' Hall. The Simrak building still remains just as it appeared twenty or more years ago, when it was rented by the Board. In 1893 additional rooms were fitted up at the corner of Vine and Shattuck for the use of a primary class.

A lease of the Berkeley Gymnasium which had just been vacated by Mr. Bates after being used for years as a private school was taken for five months from August 1st, 1896, and this lease was afterward extended to a year. A small building on Ashby Avenue near Adeline Street which had been used for a plumber's shop, was taken for school purposes. It was in this little building that Mrs. Elliot began her invaluable work for the children of Berkeley. Two rooms in South Berkeley Hall were taken to relieve the pressure in the LeConte School. A room in Odd Fellows' building and another in Clapp's Hall were secured pending the completion of "The Bancroft Way School Building." Wilken's Hall has been rented for several years as an assembly hall for the McKinley School.

For a year after the earthquake in 1906 several rooms were rented temporarily. These will be mentioned in detail later.

In addition to these that have been mentioned, on account of the failure of the Town Trustees to erect a building of sufficient capacity on the Garfield lot, it has been found necessary within two years of the opening of this school to move two bungalows from the Whittier School lot, and now in the middle of the fall term of 1917 a room in a nearby private home has been fitted up as a class room.

CHAPTER IV

THE BERKELEY HIGH SCHOOL

The High School is and always has been essentially a preparatory school. For a number of years immediately following the accrediting of the school the University practically controlled its course of study and general policy. The domination of the University over the High Schools of the State reached its climax during the last years of the late President Kellogg's term.

As soon as President Wheeler took charge there was a change in the relationship of the two and for several years there has developed a community of interest which is very helpful to all of the schools of the state, but especially the High Schools. The change in the method of accrediting and the lack of the former dictatorial spirit have tended to bring about the present harmonious relations.

The growth of the High School is out of all proportion to the increase in the population of the town, but this condition holds good in University towns all over the country. The growth of this school may be seen from the number of graduates for several years as follows:

1884.....	4
1890	14
1896.....	72
1904.....	118
1916.....	305
1917	507

The enrollment for different years is as follows:

1902.....	567
1906.....	965
1907	1015
1908	1077

In 1910 the 9th grades were taken from the High School and placed with the 7th and 8th grades, forming four Intermediate schools. In 1916 the enrollment in the 10th, 11th and 12th years

was 1036 and in the 9th grades 573, thus bringing the High School enrollment under the old classification up to 1609. Even with the additional buildings and the additional equipment that have been provided the school has always been handicapped by a lack of adequate rooms and the essential means for carrying on first-class educational work. The 9th grade class had been transferred from the Allston Way School to the High School proper on the completion of the building on Grove Street in 1901.

On August 5th, 1895, a committee consisting of Directors Norton, Robertson and Engebretsen was appointed to communicate with the Board of Regents of the University, asking for a lease, for a term of years, of a lot for the use of the High School, this lot being on the University Campus at University and Oxford.

At the same meeting Director Robertson advocated the employment of a special teacher of drawing for the pupils in the High School, and at a subsequent meeting Prof. Henry T. Ardley addressed the Board and recommended Miss Mary L. Brehm for the position. Miss Brehm was elected and in addition to her work in the High School she was to outline the work for the grades and to hold weekly meetings after school hours for instructing the teachers. A riot among the teachers did not ensue, but there was severe criticism and an active opposition was developed, but the action of the Board was sustained and carried to a successful issue by the "level headed" teachers in the department. This leads me to remark, that whenever teachers are dissatisfied with the requirements of "the powers that be" a change is always desirable.

In August, 1895, the following resolution was unanimously adopted by the Board: "That the Board of Town Trustees be requested to take immediate steps for the erection of a High School building of not less than 16 rooms. (This building was not provided until 1901.)

In 1896 a small building 26 by 42 was erected on the school lot directly east of the main building. These rooms were for the use of the French and German classes, but they were used for other departments as the situation demanded. In 1899 the building was used by the City Superintendent of Schools for an office and storeroom. In 1890 it was moved to Allston Way next to the Baptist Church at the foot of Fulton Street. It was used for the

Superintendent's office until the Board rented more commodious rooms at 2171 Shattuck Avenue.

The cornerstone of the new building was laid on Washington's Birthday, February 22nd, 1901, by the Grand Lodge of Masons. This was a notable event for Berkeley. The City Superintendent of the Los Angeles schools, Mr. Jas. A. Foshay, was at that time the Most Worshipful Grand Master of the Masonic order. Durant Lodge, No. 268, F. and A. M., under Hon. W. H. Waste, Worshipful Master, had the management. The following speakers took part:

For the Town Trustees.....Capt. W. H. Marston
 For the Board of Education.....Prof. E. J. Wickson
 For the High School Alumni.....Harry H. Johnson
 For the Student Body.....Will McCleave

The principal address was given by President Wheeler.

Prof. Wickson spoke in part as follows:

"The Board of Education unites with the Town Trustees in extending to the public a cordial welcome to this very interesting ceremonial. We have been waiting for this event for years. It supplies a pressing need and shows the proper municipal spirit.

"The Berkeley High School has existed for twenty years without any right except a squatter's claim. Not until this building shall have been completed will the High School have a roof to which it has a legal claim.

"It was a strong and prosperous school under the old conditions because it had the good will and confidence of the people, a faithful corps of teachers, and loyal and studious pupils.

"Gentlemen of the Board of Trustees, on behalf of the Board of Education, I wish to announce publicly the debt of gratitude we owe to you for your faithful work in perfecting the plans which will result in establishing our 'New High School.' 'Let us pledge ourselves and our children to provide adequately for its future.'"

In Shattuck Hall, on Wednesday evening, February 22nd, as a fitting ending of the day, Vere Hunter's dramatization of "King Washington," entitled "The Spy," was given for the benefit of the school library fund. A well chosen cast of characters did full justice to Mr. Hunter's fine dramatic conception.

On Thursday evening, after a varied program, the entertainment ended with the farce in one act entitled, "FOR THE FIRST TIME," with the following all-star cast:

WILFORD BURTON—"For the First Time" de- fying his ideals.....	H. Leo Dungan
SYLVIA GORDON—"For the First Time" a model.....	Miss Carolyn Morse
NINA, a little drudge—"For the First Time" in love.....	Miss Mary Kennedy
MRS. DE SOTO BEANS, a wealthy but eccentric widow—"For the First Time" domineered....	Miss Virginia Pierce
FRED TORRINGTON, an actor—"For the First" and last time utterly fooled.....	Mr. Chas. T. Dozier

The school library profited from these entertainments. At last the new building was ready for use. It was dedicated and formally received by the Board of Education on October 26th, 1901. The program at the exercises of dedication was as follows:

Invocation.....	Rev. R. L. Halsey
Music	Orchestra
Address of Welcome.....	Principal M. C. James
Vocal Trio—Mrs. Thos. Rickard, Mrs. Jo Mills and Louise McKee	
Address.....	Hon. T. J. Kirk, State Superintendent
Music	Orchestra
Remarks.....	Prof. W. W. Anderson
The first Principal of the B. H. S.	
Soprano Solo.....	Mrs. Charles Mills
Formal transfer of papers and the keys of the building from the Board of Town Trustees to the Board of Education.....	
.....	Capt. W. H. Marston, Pres. of Trustees
Response.....	J. R. Little
President of the School Board	
Vocal Duet.....	Miss Louise McKee and Mrs. J. Mills
Remarks on behalf of the Board of Education....	
.....	Prof. E. J. Wickson
Music	Orchestra
Closing Address.....	City Supt. S. D. Waterman

The cornerstone of the new High School building on Allston Way was laid by Durant Lodge, No. 268, F. and A. M., on the

24th day of August, 1907. The following items referring to the new building and taken from the records of the Board of Education furnish official information concerning this interesting and important event.

July 23, 1907—"The President stated that the architects of the new High School had communicated with him in regard to laying the cornerstone and that it was his opinion that the Chamber of Commerce should be asked to take charge of arrangements proper for the occasion. After discussion Director Young moved that a committee of three be appointed and that the Chair act, ex-officio, to make the necessary arrangements. There being no objection, it was so ordered."

August 6, 1907—"The Chair informed the Board that it had appointed as the committee on arrangements for the laying of the cornerstone of the new Polytechnic High School, the High School Committee, to which he had added Director Sutherland and of which he had appointed Director Young as chairman.

"Director Young reported that 2 o'clock, August 24, 1907, had been fixed for the occasion and that President Wheeler had expressed his willingness to make the address. He also requested authority to make such expenditures as might be necessary to make the event a success. His request was granted unanimously."

August 13, 1907—"Director Young reported as chairman of the committee having charge of the laying of the cornerstone of the new Polytechnic School on the 24th day of August, 1907, and stated that the committee had engaged a band and had made extensive preparations for the event. He reported that he had appointed Director Loring to act on the committee during the absence of Director Lewis."

At the time appointed for the exercises the following program was given:

Overture—"William Tell"....Golden Gate Park Band

Under the leadership of Paul Steindorff

InvocationRev. Mr. Hopkins

Of the First Congregational Church, Berkeley

Remarks Prof. Lewis, President of the Board,

And by the City Superintendent, S. D. Waterman

Music.....	By the "Berkeley Quartette"
Remarks.....	Principal M. C. James, and W. A. Gates, Representing the Chamber of Commerce
Music—Intermezzo, "Cavaleria Rusticana".....	
.....	Golden Gate Park Band
Address.....	Pres. Benj. Ide Wheeler
Laying of the Cornerstone.....	By Masonic Lodge
Music—Pilgrims' Chorus (Tannhauser).....	
.....	Golden Gate Park Band

Dr. J. S. Eastman, for several years a member of the Board of Education, presented for the High School yard two fine palms that had been growing in his yard at the corner of Oxford and Center Streets and these palms were transplanted and are now growing on the Grove Street frontage of the school lot.

In 1902 a "Sequoia Gigantea" was presented to the school by Mr. John Muir and was planted with appropriate exercises in the school yard south of the building. This gift came through C. L. Biedenbach's personal acquaintance with Mr. Muir. Mr. Biedenbach had charge of the program.

Soon after the completion of the Strawberry Creek culvert the Kellogg building and the little two-room building already mentioned were moved to Allston Way, these lots having been secured some time before.

In 1904 a part of the property, 182 feet on Center Street and 100 feet in depth was leased for 10 years at an annual rental of \$1200. This lease was renewed in 1914.

In 1909 the old Kellogg building was leased to Mr. F. H. Meyer at a monthly rental of \$70. The building is still used by Mr. Meyer for the "California School of Arts and Crafts."

COURSE OF LECTURES.

During 1893 and 1894 a very instructive course of lectures was given in connection with the regular work in History and English.

Dr. H. M. DuBose of the M. E. Church, South, gave three lectures:

"The Passing of Arthur"

"The Early Legendary Days of England"

"Myths of Scandinavia."

Prof. Thos. R. Bacon of the History department of the Uni-

versity gave a very vivid lecture on the "Battle of Austerlitz," illustrated at the blackboard in such a manner as to give to the listeners a lasting impression of this great battle in which Napoleon defeated the combined armies of Russia and Austria in 1805.

Then we had Profs. Bradley, Kellogg, Moses and Cook of the University faculty.

Dr. Homer B. Sprague gave a lecture based on "Some of Shakespeare's Plays."

Dr. C. C. Stratton, a lecture on "Potential Forces," and not the least in interest, though the last to be named, Miss McLean, fresh from her three years of work in the slums of New York, gave such a description of her work that all who heard were impressed with the earnestness and love for humanity that called forth the three years of self-sacrificing labor.

Later, when Dr. Jordan had become settled at Stanford, he gave his lecture on the "Passion Play" in the First Congregational Church, corner of Durant Avenue and Dana Street. Still later, he gave his lecture on the "Ascent of the Matterhorn."

Dr. A. C. Hirst of the M. E. Church gave two wonderful lectures on "Early Colonial Days." All of these lectures were open to the public and were well attended and were very popular, not only with the pupils, but with the community at large.

Several pages that follow are from a report written a number of years ago. Some changes have been made to fit the present time.

In May, 1880, a special committee, consisting of Messrs. Kellogg, Palmer and Johnson, appointed at a previous meeting to investigate as to the advisability of establishing a High School, presented a report, which closes as follows:

"We therefore recommend that a High School class be formed at the beginning of the next school year, to be under the care of a Grammar Principal, without any increase of salary for the present, and that the course of study for the first year be substantially as follows:

"First Term—Algebra, Physical Geography, English Composition, Language.

"Second Term—Algebra, Zoology, Greek and Roman History or Latin, Language.

"The course for future years is to be fixed hereafter."

December 21, 1880, the Committee on Classification reported

that there were seven scholars pursuing High School studies—five in the Kellogg School and two in the San Pablo Avenue School, and recommended that these classes be united as soon as possible.

In 1882 a complete course of study was adopted, and the High School was so graded as to allow students to prepare for any department of the State University. W. W. Anderson was the first principal.

In July, 1881, the following rule was adopted with reference to the tuition of outside pupils:

"Non-resident parents or guardians who pay taxes to the town of Berkeley shall be entitled to send, free of charge, one pupil belonging to their own families for every \$500 valuation of Berkeley property on which they pay taxes, and no more."

The sum of \$1000 was afterward substituted for \$500.

The rate of tuition for other non-resident pupils was fixed at \$11 per term.

In 1884 the High School was placed upon the "accredited list" by the Faculty of the State University.

In September, 1884, W. W. Anderson resigned as Principal of the High School. Directors Jones, Palmer and Jebens were appointed a committee on filling this vacancy, and as a result of their labors, on September 16, Henry Veghte was elected Principal.

Mr. Veghte continued as Principal until June, 1890, when S. D. Waterman was elected to the position, which he filled until 1899, when he was elected Superintendent. Mr. M. C. James was chosen principal in 1899, and filled the position until 1910. With the continued growth of the town there has been a corresponding increase in the number of pupils in the High School, the increase being from 270 enrolled in 1896 to over 1000 enrolled in 1917.

On July 9, 1894, a special election as required by law, to legalize the establishment of the High School was held, and carried by a handsome majority. At the first meeting of the Board subsequent to the election, the school was formally christened "The Berkeley High School."

In 1901 the Board of Town Trustees erected the building on Grove Street, and it was thought that there would be ample accommodations for at least ten years, but in three years after the opening of the school in the new building there was a demand for more room.

It was determined recently that the best plan for providing for

the largely increased numbers who were calling for High School training would be to establish Manual Training as a part of the course for those who might elect such work, and to provide the necessary shops and equipment, as well as an additional building for the Science Department and an Assembly Hall.

The School District voted bonds for \$200,000 for the purpose of securing additional land and for erecting and furnishing the necessary buildings.

The Board of Education were aided by the Committee of Forty appointed by the Chamber of Commerce and by the different improvement clubs in placing the needs of the department before the people and in carrying the project to a successful vote.

The bonds were purchased by the First National Bank of Berkeley at a premium of $3\frac{1}{2}$ per cent; plans adopted and the contract was let for a Class A steel frame and reinforced concrete building, to be completed by July, 1908.

In preparing an account of the organization and development of the entire school system, it is impossible to avoid repetitions and it is likewise impossible to secure the continuity of arrangement so much to be desired. However, as the High School is under consideration at the present writing, it will be wise perhaps to finish as far as possible the account of matters pertaining to this school.

As has been stated elsewhere, the High School was organized in the Kellogg School building, but the growth of the town was such that the demands for more room were very urgent. During the last year of Mr. Anderson's administration in 1883 an addition of four class rooms was made to the Kellogg building and additional rooms costing \$1900 were built in West Berkeley. In June, 1884, the old Congregational Church building on Choate Street (now known as Telegraph Avenue), near Dwight Way, was purchased for \$1256 and was moved to the rear of the school lot, the rear of the building being on Allston Way, and the front opening upon the school yard. This purchase was made possible when the church completed their new building on the corner of Dana Street and Durant Avenue.

Later Mr. W. R. Pond purchased from the school board a lot fronting on Center Street—51 feet on Center and 100 feet in depth. This old church building went with the lot. It was moved forward to Center Street and now forms the second story of

numbers 2128-2130 Center Street. It is at present the place of worship of the First Jewish Congregation of Berkeley.

The following letter from Mr. Anderson, written several years ago gives some additional information. I give his letter just as he wrote it.

"My Dear Mr. Waterman:—

I am not able to help you very much as I have no data and I am not sure in what year I went to Berkeley. The records of the Board will show that. The building was known as the Kellogg School Building. In the building were the primary and grammar grades for East and North Berkeley. The teachers were Miss French, Miss DeWolf and Miss Davis. The High School enrollment was 11—in most subjects in one class, so that it was not at all difficult for me to teach all the subjects in addition to the superintendence of the other rooms. West Berkeley was entirely independent of us, but under the same Board, but we did not run upon the same lines of work at all. West Berkeley was graded as far as possible on the plan of the Oakland schools. They had a good man, Mr. Horton, as Principal. Our school was not modeled after any other school on the coast at the time. Believing that we were virtually independent of the county as much as Oakland, with the tacit consent of the Board we introduced what is now so common, the reading of standard books instead of the regular school readers, and made such other changes as the best authorities advised, so far as circumstances permitted.

At the beginning of the second year, Miss DeWolf became assistant in the High School. When she became Mrs. Slate, Miss M. A. Kendall succeeded her in the High School. Miss Kendall is now (1909) in one of the Chicago High Schools.

Miss Bartling was made primary teacher at the end of my third year and was also made the teacher of Greek Prose Composition. (This was a combination, surely). She who was Miss Bartling is now Mrs. Sanford, wife of Prof. Sanford of Clark University, Worcester, Mass.

Notwithstanding our small school and slender equipment we were the first accredited High School in the state, Oakland, Lowell and Stockton following in the order named. The chairman of the Board claimed that our accrediting was upon the 'best basis.' I was surprised to find that we outranked one large school in the one subject that I was the most dubious about.

No graduation was the policy of the Board and no diplomas were given until a year or two after I left Berkeley to go to Sacramento. I was in Berkeley nearly four years."

Yours very sincerely,

WILLIAM WALKER ANDERSON.

Mr. Anderson resigned June 30th, 1884. He is still (1917) occupied in educational work and his academy at Irvington is noted for excellence in discipline and thoroughness in instruction. Mr. Henry Veghte became Principal when Mr. Anderson resigned.

The Board of Education now proceeded upon the assumption that, according to the definition of a city as given in the California code, Berkeley, though incorporated as a town, is legally and in fact, a City.

At this time City Boards of Education had authority to appoint City Boards of Examiners, and these Boards were empowered to grant "City Certificates" to applicants who passed the required tests. These "City Certificates" were of greater value to the holders than either State Certificates or ordinary County Certificates, as the law provided that persons teaching under them could be removed only upon conviction of incapacity or unprofessional conduct, upon charges duly made and upon trial duly conducted. These "certificates" virtually secured for the holder a life tenure.

To carry out the plan outlined by the Board, Prof. Wm. Cary Jones was appointed "City Superintendent," for the Town of Berkeley, on October 7th, 1884.

President W. T. Reid and Professors Kellogg, Rising and Cook, all of the University, were appointed a "City Board of Examiners." On October 28th this Board reported that they had granted a "High School City Certificate" for the town of Berkeley to Mr. Henry Veghte, on examination. Later, this certificate was declared invalid by the Superior Court of Alameda County, Judge Ellsworth on the bench.

MUSIC IN THE HIGH SCHOOL.

In this school there was always a well organized chorus. Mr. Veghte was a fine pianist as well as an all 'round musician. He was very successful as a leader and during these early days of the life in the High School, vocal music was a prominent and very agreeable feature. In fact, in all of the grades, the work in music

was carried on by the regular teachers and in many instances with excellent results.

In 1891 a series of musical entertainments and tableaux were given in Unity Hall for the benefit of the school library.

There were 8 tableaux from "Miles Standish," 8 tableaux from "Evangeline," and 8 tableaux from "The Hanging of the Crane."

This was the first entertainment given entirely by the pupils and it was patronized by the entire public. The musical part of the program was a feature not yet forgotten by those who took part.

THE ORCHESTRA.

In 1892 an orchestra was organized. The first orchestra consisted of thirteen violins, (all first violins, of course), one cornet that was always one-fourth to one-eighth of a tone flat when played. We had in addition to this aggregation of talent a big "Bass Fiddle" played by Vere Hunter. In a short time several of the violinists concluded that the second violin part was better suited to their musical attainments and our cornet player learned how to tune his instrument and also how to play in tune. We finally settled down to six first violins, seven seconds, one cornet and the "Bass Fiddle."

At the beginning of the next term we were reinforced by the addition of two cornets, two trombones, a flute, a clarinet, an oboe, a 'cello, and two violas. On state occasions Mr. Clarence Merrill played the flute with our boys and girls and Mr. Frank McClain played the drums and cymbals. We were exceedingly fortunate in having Mr. John S. Drew as leader of the violins. Mr. Drew, who is now busily engaged in educational work in San Francisco, was at this time teacher of Science in the Berkeley High School. Mr. Alva W. Stamper, who taught Mathematics in the High School, was also of great assistance in the orchestra, as he was very skillful with the trombone. Mr. Stamper is now at the head of the Mathematical department in the Chico State Normal School. Later King Sweesy, at that time a student, took his place.

In all we had thirty members and this orchestra furnished the music for all occasions such as "Class Day" stunts and other student entertainments. For "Graduation Exercises," when something more finished was expected, the Board usually employed Noah Brandt's Orchestra from San Francisco.

After existing for several years, this orchestra disappeared as suddenly as it had appeared. The leader had become City Superintendent of Schools, many of the members had graduated, Mr. Drew had removed to San Francisco, and Mr. Stamper had gone to fill an important position in the Chico Normal school, as has already been stated.

A year or two later an attempt to reorganize was made, but a practice game of football by the U. C. students was more attractive to most of the members than a dry rehearsal with 7 or 8 violins, a piano and a cornet and the attempted reorganization failed. This is a sketch of the pioneer work in this line. The school has now, and has had for several years, an excellent orchestra under excellent leadership.

At the present time (1917) all of the large schools have well organized orchestras. Miss Hartley, the supervisor, has been untiring in her efforts to bring about this result. She has arranged for lessons upon the violin, the cornet and the clarinet at a nominal cost for all who are anxious for instruction and a number have already availed themselves of this opportunity to become proficient and to form valuable acquisitions to the orchestra of their own local schools and later to reinforce the orchestra at the High School.

THE MANDOLIN CLUB.

About the year 1899 six of the boys and a dozen or more girls organized a club for self improvement and general sociability and for several terms the Mandolin Club was a very successful institution, but like all amateur organizations that have no leading force to keep things moving, the interest failed and the club died quietly and no attempt was made to bring it back to life or to organize another club in its place.

The school has been fortunate from the very start in the selection of its corps of teachers. During the earlier years of its existence while the school was in the old Kellogg building on Center Street, in the English department we had Miss Bartling and Miss McLean. While Miss McLean was doing "Settlement work" in New York City for three years, Miss Ada H. Ramsdell took her place.

In the Classical line of work Mr. Veghte was an authority. Since his time Mr. S. D. Waterman, Mr. James D. Meeker, Mr.

M. C. James, Mrs. Stone and Miss Clayes have contributed much to the success of the school in this department prior to the removal of the school to the Grove Street building.

In History, Mr. Will Hackley, Miss Ruth Hobson and Miss Eva V. Carlin established the work on an excellent basis. Miss Carlin, who was one of the very best in every line of school work, having been granted a year's leave of absence, visited Europe and when she returned she brought a complete equipment for her work. Her room in the new building had been arranged as she would have it, during her absence, and she entered upon her work with more than her customary energy. She possessed the happy faculty of inspiring her pupils with a desire for the best, and those who were so fortunate as to be under her direct instruction will give her credit for the high standards that she placed before them as models and for the excellent character of the instruction that she gave. She was forced by ill health to resign her position and after years of suffering she went to partake of the reward of a good and faithful servant. The school and the community at large felt the loss. Such teachers are rare and their influence lives long after their daily presence has departed.

We must also mention the following who were successful workers at this early time:

In Mathematics—Mr. Stamper, Miss Edmonds.

In Science—Miss Edmonds, Mr. John Drew, Mr. T. Sid Elston, Mr. D. R. Wood.

In French—Prof. E. B. Lamare.

In Spanish—Prof. Gompertz.

In German—Miss Edmonds, Mr. Karl Henrichs.

The Art and Music departments as well as the Domestic Science and the Manual Training have been fully organized later and will be mentioned at the proper place. As the school has continued to increase in numbers and as the courses of study have been enlarged and new subjects added, additions have been made to the faculty. The corps of teachers has always been among the very best in California.

The following have been principals:

Mr. Anderson, until 1884.

Mr. Veghte, from 1884 to 1890.

Mr. Waterman, from 1890 to 1899.

Mr. James, from 1899 to 1910.

Mr. Brink, from 1910 to 1912.

Mr. Biedenbach, from 1912 to —.

It is an interesting study to examine and compare the course of study of 25 years ago with the extended and elaborate courses now offered. This will indicate clearly the advance made in the work of the secondary schools.

Some mention must be made of athletics, debating societies, and the school paper.

The old cinder track on the campus has been the scene of many a spirited contest in athletics between the teams from the different high schools belonging to the A. A. L. (Amateur Athletic League). The Berkeley High School still holds the records for several events won at these contests, but the surprise that fell upon us when the huskies from Ukiah High School came in with a dash and took everything in sight was great indeed.

The League managers were selected, one from each school, and the schools remote from the bay were represented in the management by proxies. It generally happened that the Oakland High School controlled the affairs of the league. The rivalry between Berkeley and Oakland was very bitter, and the dissatisfaction increased continually. Each school took advantage of everything calculated to advance the interests of its own track team. This dissatisfaction culminated when the annual Field Day of the A. A. L. was held on the Olympic grounds in San Francisco.

On the night before the events were to take place, the managers disqualified the "star" performer of the Berkeley team because it was charged that he became a professional when he pitched in a game of baseball for pay during the vacation. The Berkeley people did not know of this action until the news came accidentally while we were crossing the bay. Then you may imagine that bad blood developed and it really looked as if the affair would end in a skirmish. However, a compromise was effected and Spencer was allowed to do his stunts, subject to a later decision of the managers. Under this compromise Berkeley won the day by many points, but when the Board met they reversed the decision, threw out all of the points that Spencer had won, and gave the Field Day to Oakland. From this time the interest in the league flagged and finally the league itself died a natural death. Foot Ball, Base Ball and Basket Ball took the place that the field events had formerly filled. The same rivalry between

the schools still existed for several years, but it appears now to have almost disappeared.

DEBATING SOCIETIES.

In the early nineties two debating societies were organized—the Forum for the boys, and the Ecclesia for the girls. The members of these societies were very enthusiastic. They were supported for several years by a large percentage of the Student Body. Yearly contests between the O. H. S. and the B. H. S. took place and the results were very evenly balanced. These contests were held alternately in Shattuck Hall in Berkeley and in the High School gymnasium in Oakland. The local school usually gave a reception and banquet to the visiting team.

STUDENT CONTROL.

For two years after Mr. James left the High School in 1910 until 1912, when Mr. Biedenbach was elected principal, the "Student Control" idea was thoroughly tested. This test clearly showed that even with student control there must be a power in charge of affairs, to regulate and suggest. With the advent of the new principal, however, the entire system of discipline was remodeled.

A pamphlet explaining the handling of the various activities in the administration of the school has been prepared. Extracts from this pamphlet are given below. The following subjects are treated here:

"The Advisory System."

"School Journalism."

"The School Assembly."

"The Dramatic Club."

"The Method of Handling School Money."

"Athletics."

"Music."

THE ADVISORY SYSTEM.

The advisory system aims to bring about in the large high school that close connection between the faculty and the student which occurs naturally in the smaller schools, but which is not found in the larger schools unless a definite effort is made to secure it. As conducted in the Berkeley High School the method is briefly this:

"The entire student body is divided into sections of the same grade, approximately twenty-five members each. The boys and the girls are in separate sections. These sections are formed when the class first enters the school and remain the same for the entire three years. This arrangement is an important factor in securing the success of the plan, as it affords the opportunity for the adviser to become thoroughly acquainted with the members of his section. The duties of the adviser are varied. In the first place, he helps the students to plan their high school course. In Berkeley, where a very large proportion of the high school graduates enter the University, this means that the adviser be familiar with the courses offered by the University and with the group of subjects required in the high school for entrance to these courses. In any community the adviser should know the requirement for entering the higher educational institutions and the various fields of work open to high school graduates in that community. The Advisory System thus becomes a simple and practical form of vocational guidance.

"The adviser must at all times be aware of the quality of the work being done by his students. The report cards which are furnished three times each semester give him the required information.

"Each student is responsible to his adviser for his absence from school. In case of tardiness or absence, immediate communication with the parents has been most effective.

"There is a fifteen-minute advisory period every day, this period coming in the middle of the morning. At times when there is a general assembly meeting, the students are seated in the auditorium with their advisers.

"All general notices are read at this period, thus making it possible for the Principal, through the advisers, to direct student opinion and student action in the most effective way."

From this synopsis, though brief, the value in a large school of a system as outlined above will be seen. It is essential to good discipline and successful management.

SCHOOL JOURNALISM.

The "Olla Podrida" has had a varied success since the first number was issued and there have been very many creditable issues. However, a large proportion of poor issues not in the least repre-

senting the best in the life of the school, with poorly printed pages, of poorly written articles, questionable jokes and cartoons and a generally careless way of "doing things," led to a complete change in the management.

In the earlier years of its existence some of the business managers developed into very skillful financial agents and the experience during these years, when the success of the year depended upon the advertising patronage, doubtless contributed to their success later. A good paper is of great service in keeping the school spirit active and in informing the public of the varied activities of the school life. The "Olla Pod" is now published semi-annually and is the illustrated review of the school life. It is published without advertisements and relies upon the subscriptions of the pupils for its support.

"Since the spring of 1912 the Berkeley High School has published the 'Weekly News' every Monday morning. This newspaper aims to present concise accounts of recent school events and through its news and editorial columns to unify and uplift the students' various interests. A fee of one dollar collected annually from each pupil includes a subscription to the paper. Eight local advertisements furnish its weekly income. The funds connected with this department are carefully audited the same as all of the other funds and a strict business air is seen in all the business departments of the school. Assisting the editor and manager are a staff of eight students, a faculty adviser, and the auditor. Only those who have completed the course in High School Journalism are eligible to become candidates for the office of either manager or editor. No article may be printed without the sanction of the faculty adviser. Five issues of the 'Weekly News' are published by the class in Journalism, the members electing their manager, editor, and assistants. Practice in Writing, Preparing Copy, Proof Reading and Distributing are thus given. The class also acts as a publicity committee, preparing press notices for the local and the city papers, and posters and programs for all of the school activities that require them.

"One of the most delicate problems with this and all other school activities is to see that the faculty adviser shall not rob the students of their initiative or originality nor blight the original spontaneity of youth.

"There is no doubt that there should always be a teaching repre-

sentative working with the school staff in all student activities.

"The course in High School Journalism is an elective one, which may be substituted for High English 11, and it is open to pupils who receive first or second grade in the English work of the preceding term. No text book is used, the class making their own manual.

"The 'Weekly News' has always yielded a surplus. After paying the expenses of printing and an allowance of \$1.50 each per week to the manager and the editor, the balance of the surplus is used to meet any deficit incurred in the publication of the 'Ollo Pod.'"

SCHOOL ASSEMBLIES.

"One of the most effective ways of keeping a school unified, in spite of its large numbers is the school Assembly. Every Tuesday morning the entire school gathers in the auditorium for a twenty minute period of singing. Faculty and pupils, under the direction of the music teacher and accompanied by the High School orchestra, join in singing familiar songs, among which are two original songs by High School pupils. The purpose of this assembly singing is not so much musical instruction as social fellowship and good feeling.

"The Friday assembly is a means of keeping pupils and teachers acquainted with the varied interests and pursuits of one another.

"A fifteen minute program is presented by some department or organization of the school, and for this brief but significant period of time the school thinks and feels as one organic whole and that intangible thing we call school spirit finds expression.

"At first it was somewhat difficult to find pupils willing to take part in these programs and to face so large an audience, but today various groups of pupils such as the Forum, the Camera Club and the staff of the school paper are asking to be scheduled for certain Fridays, that they may present matters of importance to the other pupils.

"These semi-weekly assemblies have become a strong power for knitting together the different parts of a large school in bonds of mutual interest and respect.

"Bashful, retiring pupils have been brought to the front—a desire to share experiences and joys with one another has been

cultivated—breadth of sympathy has been established—and loyalty has been created.”

THE DRAMATIC CLUB.

“The Dramatic Club is the outcome of young people’s natural fondness for taking part in plays and the teachers’ wish to encourage for educational and social reasons, an instinct so natural and beautiful and so conducive to a rich artistic life in school. Membership in this club is open to the whole school, and there are no dues. All the expenses of staging a play are easily met, with a small balance over by the proceeds from the twenty-five cent admission price to the performance.

“The object of the club is to present a Shakespeare play every spring in a sincere and lovely manner that shall give pleasure of a fine type to the participants and to the audience. This play represents the work and interests of many departments of the school, and is, therefore, an evidence of the spirit of co-operation.

“The Art Department designs the costumes and the Household Arts Department makes them; the Mechanical Arts Department assists in building the stage properties; the Commercial Department manages the financial end; the Science Department assists in any electric lighting effects; the Physical Education Department has charge of the dancing; the Music Department furnishes the orchestra and trains for any music necessary upon the stage; the English Department does the coaching and has general supervision of the staging of the play; and the Class in Journalism and the school paper see that the play is properly advertised, in the local papers.

“The uniting of so many groups of teachers and pupils in the production of a beautiful and noble drama, does much for the uplifting of school life.”

THE METHOD OF HANDLING SCHOOL MONEY.

“Every school activity has a teacher in charge, who is responsible for its proper administration. In the handling of school money, the auditor, who is a member of the faculty has a corps of students in advanced bookkeeping, who do the actual entering and handling of money under his supervision. All the work that can be done by the student cashiers, tellers, bookkeepers, and

clerks is put in their charge and they are responsible for the correctness of what they do.

"This method of supervision is not an end in itself. The result sought is democracy in school life and the training of those who participate by those whose experience and skill fit them to handle the activity. The strict supervision of all student dues, payments, and accounting has this equality and training for its object. Collections are handled so that all contribute, not merely the few. The sum that each student has to pay in the course of the year is easily within the reach of all.

"There are no admission fees to games and no assessments. Class dues are allowed in the Senior Class only.

"In addition to acting as cashier and bookkeeper for the school the auditor is charged with enforcing the rules governing the finances. He is not only a bookkeeper, but an administrative officer as well, who is responsible for the financial system of the school. All school moneys from whatever source must pass through the auditor's hands."

Several pages in the pamphlet mentioned are devoted to the details involved but the above extract is sufficient to make the general plan plain.

During the present year up to the present date, December 5, 1917, nearly \$3,000 have been raised in connection with the war calls.

ATHLETICS.

Athletics are a part of the Department of Physical Education. The Physical Director is head "coach" of all branches of athletics, i. e., he picks the men who shall do the coaching and outlines the policy to be followed. The captains of the teams are the real coaches. The managing of all teams is in the hands of the Physical Director. He fixes the times for all games, appoints the officials and selects all athletic material to be bought for the school.

This system of athletic control brings out many improvements. In the first place, more boys have an opportunity to take part in athletics; secondly, a more gentlemanly set of boys are likely to represent the school, and there appears in the school a much finer spirit and a unity of purpose that was lacking, under the old system.

The five high schools of Oakland, Alameda, and Berkeley have

a league for the purpose of regulating inter-school activities—especially athletics. The control of this league has been put into the hands of the five physical directors of the schools. This league takes the place of the old A. A. L., mention of which has already been made. The definite management outlined here takes the place of the very crude management of the old league.

This committee not only arranges for inter-school games but it also selects officials, chooses the field, fixes the time, etc. In fine, it has the entire control of the whole course in athletics, of course, under the immediate supervision of the Physical Director.

MUSIC.

I have written about music in the schools at an early date.

What follows as a quotation from the pamphlet already mentioned gives the condition of this important branch in the High School of today. One of the first advanced steps that followed the change in the management was the securing of a place among the matriculation units at the University. This action, which was brought about by the combined efforts of the Principal of the school and the Supervisor of Music, gave a great incentive to the music work in the school and prepared the way for great things in this department.

"The music department teaches all branches of music to its regular pupils and also has charge of all music connected with the student activities. This controls the type of music for all occasions and sets a proper standard for popular music. By this method the best results are obtained without friction. In fact, a low type of music is no longer a question for discussion either by the student body or by those who furnish the music.

"The high school band, composed of twenty-five members, furnishes music for student rallies and games, and occasionally plays concerts in the auditorium and in the courtyard. The band music consists chiefly of good marches and school songs, although standard selections and overtures are worked up for concerts. The result of placing the music teacher of the school at the head of the band and orchestra has been to raise the standard of music played by both organizations. The music department believes in the best music for students, suited, of course, to the musical comprehension of the high school student age.

"In the choral work, special attention is paid to tone quality. No harsh, forced singing is permitted, and careful attention to the details of phrasing, expression, and enunciation has resulted in chorus singing of considerable polish in these classes.

"All students in ensemble singing or playing are trained to watch and obey the director's baton and free hand. This training shows to excellent advantage in the orchestra where each instrument must fit exactly into its own place in the music. No careless playing is permitted among the violins where the tendency toward carelessness is usually strongest, and the bowing is carefully watched by the director. Each student-player is held to his highest efficiency in execution by the director who insists on true intonation, and works for correct and artistic interpretation. This has produced an orchestra said by conservative critics to be excelled by no other of its kind in the country. The high school orchestra furnishes music for all of the school exercises and entertainments.

"By having all of the musical organizations which exert an influence upon the pupils act in harmony and quietly uphold the best standards, the taste of the whole school has been elevated and the demand for the lower types of music, which is so strong in high schools generally, has practically ceased."

Mrs. Sweesy, in her last report of the music department used the following:

"I am sorry that we have not an accredited music section in our High School. I hope in the near future that our school board will find a place for it, for while we may forget nine-tenths of all our grammar and geography, and while physics and Latin may scarcely be mentioned, we will always have an ever-increasing use for our knowledge and appreciation of music." What the Supervisor and Superintendent would have had, the new Supervisor and the Principal have secured for the school and the pupils as an incentive to the study of the noblest of Arts.

A report of music in connection with the public schools would not be complete without a mention of the "Children's Concerts." Realizing the great educational, as well as cultural value, of good music in any community, the Berkeley Board of Education in the year 1911 authorized a series of Young People's Concerts.

This action resulted from the very successful work of the Berkeley Musical Association in furnishing for several years the oppor-

tunity for the adult members of the community to listen to the finest vocal and instrumental artists at a reasonable price.

In order to extend this work so that the children might receive the benefit and pleasure to be derived from an organized effort in this direction, these concerts were announced.

For seven years, Mr. Edwin Chamberlain, a concert singer and vocal teacher of note in the community, has successfully managed these concerts without remuneration. His efforts have been heartily seconded by the Supervisor of Music and the entire corps of principals and teachers. These concerts are supported entirely by subscription. During the first year, four concerts were given for fifty cents, making it possible for the young people to hear first class artists for fifteen cents.

Each year finds the children more enthusiastic than they were the year before. In this, the seventh year the number of subscriptions has so increased that it has been possible to offer a series of five concerts for fifty cents. Subscriptions are sold to children only. A few adults are admitted for fifty cents a concert.

Mr. David Bispham, America's best loved baritone, opened the first series. Since then other artists have been heard in solo or ensemble work of voice, strings and reeds. Even full orchestras have been heard and twice have the children heard the dainty sweet music of the Harpsichord.

As the music of the community is raised to a higher standard so will the mental and moral life of the children in the community be raised. Berkeley has been the pioneer in this movement. Since the plan has been so successful here, other cities are trying the same.

Not only have these concerts been a source of great benefit and enjoyment to the children, but each visiting artist has been amazed and has thoroughly enjoyed the rapt attention and keen appreciation of his efforts.

THE ALLSTON WAY SCHOOL.

This building was erected in 1898 by Phil Sheridan for a little more than \$1,800. Mr. Sheridan was not really the lowest bidder but he was the only one who had enclosed a check for 10 per cent of the amount of his bid, according to law. All other bids were rejected on this account. This building was built to relieve the pressure in the 6th, 7th and 8th grades in the central part of the

city. Departmental work was introduced and Latin under the instruction of Mrs. Hubbard was made an optional study for the 8th grade.

In 1899, this was made a special school for all of the 9th grades in the eastern part of the city. Mr. Arthur Elston was the Principal and teacher of Mathematics; Miss Helen Gompertz, (now Mrs. LeConte), succeeded Mrs. Hubbard as teacher of Latin; Miss Rosemary Dobbins was the teacher of History and Miss Helena Curtis was the teacher of English. When the 9th grade classes were transferred to the new high school building on Grove Street, this building was used for other grades. A short time before the transfer was made Mr. Elston resigned and Mr. Roy J. Young took his place as principal and teacher for half a day.

In August, 1901, after the transfer, Miss May Sampson, now Dr. Sampson, and Miss Margaret Webb came from the Whittier School with the seventh and eighth grades, and Miss Webb was made principal. Later, Miss Amelia Newmark came to the school with a sixth grade. In August, 1902, Miss Susie Johnson, now a member of the Board of Charities in New York City, took Miss Sampson's place, and Miss Rachel Lothrop was added to the faculty.

For a time two rooms in the Commercial school building were used. Miss Farwell, now of the Willard school, Miss Nettie Meek, Miss Zinie Kidder and Miss Edna Robinson taught here.

The Allston Way building was sometimes called "Fort Sumpter."

After remaining closed for a time the building was leased to Durgin and Gompertz and used by them for undertaking parlors.

In 1912 the interior was remodeled and fitted up for a general administration building. Here are located the Superintendent's office, the Board of Education rooms, the Dental Clinic, etc.

So this little building has been of great service to both living and dead during the twenty years of its existence.

What is now the Commercial department of the High School was organized as a commercial school in Shattuck Hall in 1899, with A. W. Atherton as principal. Later, the school was moved to Golden Sheaf Hall and when the High School vacated the Kellogg building and took up its abode in the new building on Grove Street the Commercial School at once made use of the old building. At first the success of the school was varied owing to the eccen-

tricties of the principal in his mode of management, but in 1892, Atherton resigned and Mr. and Mrs. Longenecker took charge, and from that time success was assured. In 1906, after the earthquake, in order to make room for the High School classes which were thrown out of the use of their own building for the year, the Commercial classes were transferred to Wilken's Hall, which had been rented by the Board. As this proved to be wholly inadequate, in August the school was moved again, this time to Stiles' Hall. As the audience room in the second story was used for religious services on Sunday, an entire change in the arrangement of the seats had to be made on Friday night and again early on Monday morning. This arrangement was anything but satisfactory, but in January everything was changed for the better by the return of the Commercial classes to the old Kellogg building. In 1909 it became in reality a department of the High School and was transferred to the new building on Allston Way. It has become one of the most efficient and popular departments.

"The Commercial Department aims to train for certain business pursuits. The courses offered are planned to give thorough training to stenographers and office employees. Students who expect to follow other business vocations can profitably take most of the courses; for the fundamentals of business are alike in all fields, and these fundamentals are the basis of department courses. Clear, forcible English, legible penmanship, accurate computations, good type-writing, sound business judgment, and a knowledge of business procedure and practice are necessities in all fields of business. Students intending to enter the University will usually find some of the commercial courses of more than ordinary value. Type-writing and stenography with a thorough knowledge of English may be made the means of earning one's way through college.

"The courses as arranged in this department are intensely thorough and practical. All of the most approved methods are employed, with the result that our Commercial Department is as good as the best.

"The system of banking and of keeping the accounts of the receipts and disbursements of all school moneys is simple but accurate. Every branch of instruction in this as well as of all of the departments of the school, is in the immediate charge of experts in every particular line of work and the results have given the community a school second to none in the state."

CHAPTER V

THE SUPERINTENDENTS

In 1884, Prof. W. Cary Jones served for nearly one month.

In 1897, Mr. F. E. Perham came from Santa Ana in response to a unanimous call from the Board, as they now realized that the welfare of the department demanded the entire time of an expert in superintending the work, one who could give his entire time to supervision. Up to this time, the principal of the High School had indirect charge of all the other schools, and the questions pertaining to supplies, repairs and all other matters of general value to the schools were passed up to him. Mr. Perham brought many excellent things to the department. The course of study was enlarged and modernized, especial attention being given to Reading and Literature. The general English course as outlined by Mr. Perham has been the basis of the English course in the grades ever since. In 1899, he became Principal of the Stockton High School and Mr. S. D. Waterman was elected to fill the vacancy.

Mr. Waterman served from 1899 until 1908, a term of 9 years. During his term the modern High School was developed and the work begun by the former superintendent was continued. Modern Language courses, Music, Art, Domestic Science, Domestic Arts and Manual Training found a welcome. It required incessant labor and persistent effort to secure the adoption of these branches that had now become essentials, but one by one they came, and furnished an excellent foundation for the present course. The active co-operation of principals and teachers and the hearty support of the Board of Education during these years made the success of the schools a reality rather than a possibility. As the adoption of these branches was extended to the lower grades a more complete account of the adoption of each will be found under the proper heads.

After the earthquake of April 18th, 1906, the work of the superintendent was doubled. It had been for a long time the

custom of the Board to refer many things that the regular committees ought to have attended to, to the superintendent "with power to act."

Looking after defective sewers, broken stove pipes, furnaces that gave insufficient heat, and crippled furniture and other work of this sort, instead of being a Superintendent pure and simple, in addition to the legitimate work of the Executive officer of the Board, rendered the position anything but easy.

Then, at this time the influx from San Francisco and the crippled condition of our own department caused additional labor.

So the Superintendent in addition to the regular duties of supervising the educational affairs of the schools became a sort of "Roust About" for the Board. It was often difficult to find the proper person to do work that had to be done "at once" and it was often easier and more expeditious to do the work one's self, than to spend the time trying to find someone to do it.

To illustrate: One Saturday before the opening of the school on Monday following the Christmas vacation, the Superintendent spent the morning in taking up the desks in one of the rooms in the Seventh Street School building. In the afternoon of the same day, with the assistance of the janitor these desks were fastened down in their proper places in the Franklin School ready for use on the following Monday. This work was not, and should not have been, a part of the Superintendent's billet, but it came as a result of referring "with power to act."

Mr. Waterman resigned one year before the expiration of his term, to take the principalship of the Whittier School. President Lewis of the School Board in his annual report in June, 1908, referring to this action, used the following language:

"After 18 years of faithful service, Mr. Waterman in accordance with his own wishes retires from the Superintendency to become the Principal of the Whittier School, where the work is less exacting and where, above all else, he can come into closer contact with the children."

Mr. F. F. Bunker, assistant Superintendent of the Los Angeles City Schools, was elected to succeed him. At once Mr. Bunker was given all the additional help required in the office so that he was enabled to devote his entire time to the real work of a superintendent. His training, energy, and success in the North and

elsewhere gave every assurance of success here. The superintendent's office was moved from 2171 Shattuck Avenue, to more commodious rooms in the new High School building on Allston Way. At the request of Mr. Bunker, the Board appointed Miss Alma Patterson, supervisor of the Elementary schools, in 1910. She served for only two years, having accepted a call to a larger field of work.

Dr. E. B. Hoag was appointed Director of Physical Culture and Hygiene, and served from 1909 until 1912.

Wilford W. Nichols was appointed Secretary of the Board in July, 1909. He resigned to go into business in February, 1910.

In 1910, upon the recommendation of Mr. Bunker, Mr. M. C. James was appointed Secretary of the Board of Education and Deputy Superintendent. Mr. James held this office until he was elected Superintendent in 1912. Mr. Brink succeeded Mr. James as Principal of the High School.

Early in 1912, a majority of the Board consisting of Mrs. Carlisle, Mr. H. I. Stern and Mr. J. A. Wilson, notified Mr. Bunker formally that he would not be re-elected. In a communication addressed to the Board, Mr. Bunker refused to withdraw from the candidacy. He appealed to the people in an attempt to recall these members and was defeated. Mr. James became Superintendent in 1912, and was re-elected in 1916. His administration is fair and conservative, and the general management has never been more successful and satisfactory than it has been since 1912. Even during the period of rapid growth and the chronic shortage of funds every demand upon the ability and judgment of the Superintendent has been most satisfactorily met.

CHAPTER VI

THE BERKELEY SCHOOL BOARD

Prof. Martin Kellogg, Martin Dale, William H. Johnson, Henry Bruns, and Prof. W. B. Rising, composed the first School Board, organized in 1878. Since that time until the year 1895, the following named gentlemen, in addition to those above named served on the Board at different times:

H. A. Palmer	George A. Norton
W. Bunce	Chris Johnson
J. W. Byxbee	W. B. Stevens
Geo. W. Dornin	C. H. Burr
Chauncey Gaines	B. F. Bergen
J. J. Braman	J. B. Henley
H. C. Kastens	R. W. Andrews
H. McGaskill	Dr. J. S. Eastman
C. W. Wright	Dr. Frank B. Cone
Fairfax H. Wheelan	John Squires
Samuel Heyward	John Finn
William McCleave	A. L. Ott
M. C. Chapman	C. Engebretsen
J. W. Richards	J. W. Kline
Geo. M. Robertson	Henry W. Taylor
H. B. Berryman	Edw. Niehaus
Geo. Jebens	George Swain
Philip Teare	

By the adoption of the charter in 1895, a change was made in the School Board, the number being increased from 6 to 7, one from each ward. From 1895 to 1909 the wards were represented as follows:

First Ward.

George M. Robertson.....	1895-1899
W. K. Weir.....	1899-1907
Dr. Farrar.....	1907-1909

Second Ward.

Prof. E. J. Wickson.....	1895-1905
Prof. E. P. Lewis.....	1905-1909

Third Ward.

P. R. Boone.....	1895-1899
J. R. Little.....	1899-1903
W. A. L. Knowles.....	1903-1906
R. T. Crawford.....	1906-1909

Fourth Ward.

George Swain.....	1895-1896
H. L. Tisdale.....	1896-1899
Dr. W. Allen.....	1899-1905
H. S. Haseltine.....	1905-1907
Roy J. Young.....	1907-1909

Fifth Ward.

George A. Norton.....	1895-1896
J. S. Crew.....	1896-1899
A. T. Sutherland.....	1899-1909

Sixth Ward

E. F. Niehaus.....	1895-1901
J. J. Donohue.....	1901-1905
E. L. Loring.....	1905-1909

Seventh Ward.

C. Engebretsen.....	1895-1899
George H. Phillips.....	1899-1905
Wm. J. Schmidt.....	1903-1907
J. J. Donohue.....	1907-1909

Under the present charter which went into effect in 1909, the Board has consisted of five members, four elected at large, and the Commissioner of Finance who is an *ex-officio* member of the School Board. The first Board under this charter consisted of the following members: Prof. Morgan, R. A. Berry, *ex-officio*, R. J. Young, E. L. Loring, and Mrs. Elinor Carlisle. The next election made some changes in the personnel of the Board. The new Board consisted of H. I. Stern, President, Prof. Morgan, R. J. Young, Mrs. Carlisle and Mr. J. A. Wilson, *ex-officio*. This Board failed to re-elect Mr. Bunker. After the recall failed to carry, directors Morgan and Young resigned from the Board. Mr. Herbert Briggs was appointed in place of Morgan, and Mr. Frank Heyward was appointed in the place of Young. The Board then

consisted of Mrs. Carlisle, Messrs Stern, Heyward, Briggs, and Wilson *ex-officio*. Mrs. Carlisle resigned in February, 1913, and Mrs. Elizabeth Witter was appointed to fill the unexpired term ending in April. At the April election, Mrs. Moody was elected to fill Mrs. Witter's place. Directors Briggs and Heyward retired from the Board and their places were filled by Mrs. Elvina Beals and Dr. Roy I. Woolsey.

In 1915, Mr. Walter A. Gompertz became *ex-officio* a member of the Board, and Mrs. Carrie H. Gibbs and Prof. W. B. Herms succeeded Mrs. Moody and Mr. Stern.

In December, 1916, the Board consisted of the following:

Prof. W. R. Herms, President
W. A. Gompertz, *ex-officio*
Dr. Roy I. Woolsey
Mrs. Elvina Beals
Mrs. Carrie H. Gibbs

Since July 1st, 1917, the following has been the status of the Board:

Prof. W. B. Herms, President
W. A. Gompertz, *ex-officio*
Dr. Roy I. Woolsey
Mrs. Ida M. Blochman
Mrs. Carrie H. Gibbs

Mr. George P. Baxter was elected Commissioner of Finance and thus he becomes *ex-officio* a member of the School Board in place of Mr. Gompertz, who resigned in November, 1917.

Prof. Herms entered the military service of the United States, and Dr. Roy I. Woolsey was elected President of the Board. The vacancy in the Board was filled by the appointment of Prof. W. W. Kemp.

CHAPTER VII

BONDS AND SPECIAL TAX

In 1889, and again in 1890, the question of bonding the town for school purposes was agitated, but nothing definite was done until 1891, when bonds to the amount of \$50,000 were issued and sold.

The following lots were purchased:

Corner of Virginia and Milvia Streets.
 Corner of Ninth and Page Streets.
 Corner of Eighth Street and Allston Way.
 Corner of Ellsworth and Russell Streets.
 University Avenue, below Sacramento.
 Dwight Way, near Dana.

The contract for the erection of three six-room buildings, the Whittier, the Columbus and the Le Conte, was let on the 23rd of June and these buildings were completed and occupied in the fall of 1892.

In April, 1896, a proposition for bonding for the sum of \$60,000 was lost by the following vote:

For.....	637
Against	422
Irregular	7
<hr/>	
Total	1066
Necessary to carry.....	711

On March 26th, 1898, a special bond election for \$60,000 was lost by the following vote:

For.....	581
Against	528
Irregular	28
<hr/>	
Total	1137
Necessary to carry.....	759

On March 6th, 1900, Director Little reported that the Board

of Town Trustees had been asked to call an election for \$100,00: \$70,000 for the High School and \$30,000 for the Elementary schools. This election was held on May 8th, 1900. The Primary and Grammar School proposition carried and the High School proposition was defeated. (This was a Municipal and not a School Board proposition.)

On January 26th, 1906, bonds for \$320,000 were carried by the following vote:

\$200,000—High School	For, 576; Against, 267.
100,000—Elementary.....	For, 666; Against, 176.
20,000—Repairs to High School....	For, 713; Against, 132.

The success of this election was assured by the active assistance of the Chamber of Commerce and the "Committee of 40." The \$100,000 for the elementary school bonds included Manual Training and Domestic Science. (This is important to remember.)

On February 25th, 1905, bonds to the amount of \$150,000 were carried by the following vote:

For.....	881
Against	198

Early in 1907 a proposition for \$200,000 for elementary schools and \$50,000 to finish the High School Auditorium failed to carry by the following vote:

For.....	645
Against	353

Immediately afterwards another election for a like amount was carried as follows:

\$200,000 for Elementary Schools.....	For, 2083; Against, 845.
50,000 for repairs to High School.....	For, 2068; Against, 851.

On May 6th, 1911, a bond election for \$400,000 as follows was defeated:

Grammar Schools.....	\$320,000—For, 1047; Against, 1307
High School.....	50,000—For, 1175; Against, 1284
Kindergartens	30,000—For, 900; Against, 1567

On the 14th of February, 1914, a bond election for \$1,320,000 was lost. The vote was as follows:

\$1,080,000—Elementary	For, 4319; Against, 2692
240,000—High School	For, 4235; Against, 2700

On January 15th, 1915, Municipal bonds for \$500,000 were carried, and lots were purchased as follows:

HISTORY OF THE BERKELEY SCHOOLS

Claremont.....	for John Muir School
Oregon Street.....	for the Edison School
University Avenue.....	for the Burbank School
Rose Street.....	for the Garfield School
Telegraph Avenue.....	for the Willard School
The vote was as follows.....	
	For, 6235; Against, 2465.

Receipts.

Sale of bonds.....	\$500,000.00
Premium	12,857.00
Sale of old buildings.....	4,100.50
From city general fund.....	22,527.25
Total.....	\$539,485.45

Disbursements.

For lots.....	\$215,909.47
For buildings.....	289,938.49
For equipment.....	18,659.00
Total.....	\$524,506.96
Balance on hand June 30th, 1916.....	\$14,978.49

This sum was left for grading, furnishing and equipment. In addition to this, the plans for the Garfield School call for six rooms in the second story, but shortage of funds compelled the Board either to delay the completion of this building, or to run short of funds for equipping the buildings already completed. It was determined to use the money for equipment, and thus the most rapidly growing part of Berkeley, must be handicapped for necessary school accommodations until some time in the dim future when the finances of the Board are in condition to warrant the necessary expenditure.

OUTSTANDING INDEBTEDNESS.**July 1st, 1917.**

Municipal Bonds.

January-July, 1900	\$100,000	\$ 60,000
January, 1915	500,000	475,000

High School Bonds.

1907—For new building.....	\$200,000	\$100,000
For repairs to old bldgs.	20,000	10,000

1908—For finishing auditorium	50,000	40,000
		<hr/>
Total High School bonds outstanding.....		\$151,000
Grammar School Bonds.		
1906	\$150,000	\$115,000
1907	100,000	77,500
1908	200,000	160,000
		<hr/>
Total Grammar School Bonds outstanding.....		\$352,500

SPECIAL TAX.

Immediately after the bond election of April, 1896, which failed to carry, the Board called for an election for a special tax for \$22,500. The election was held May 16th, 1896, and was carried by the following vote: For, 560; Against, 208.

On May 16th, 1903, a special tax election for \$25,000 was carried by the following vote: For, 409; Against, 61.

This money was for building additional rooms at the Whittier, Le Conte, and McKinley Schools, and the purchase of a lot east of College Avenue and south of Dwight Way. A lot on Russ Street was purchased, and afterwards exchanged for the present site of the Emerson School, corner of Forrest and Piedmont Avenues.

CHAPTER VIII

MUSIC

As early as 1880, Mr. Starr proposed to teach singing in all the schools for \$30 a month. For a number of years the individual teachers did what they could, but finally it became evident to all that more definite outline work must be arranged in order to secure anything like the best results. The Superintendent and those members of the Board who favored supervision in Music, and Drawing as well, worked patiently for years to bring about the election of Supervisors. Miss Gearhart had been elected to the Department of Drawing the year before. The election of a Supervisor of Music came about very unexpectedly as the proposition had already been passed upon by the Board and had been voted down.

The Superintendent was sitting in his office one morning when a lady walked briskly in, and it was evident from her manner that business was at hand. Conversation something as follows took place:

LADY: "Is this Mr. Waterman, the Superintendent of Schools?"

MR. W.: "The same. I am pleased to meet you. Please be seated."

LADY: "I am Mrs. Sweesy, of Pasadena. I have been attending summer school in Chicago. Miss Gearhart, your Supervisor of Drawing has been with me and she urged me to visit Berkeley on my way home and apply for the position as Supervisor of Music in Berkeley.

"We have worked together in Pasadena for years, and I am sure that the city will get more than value received if we can work together in this beautiful city, each in her own chosen field."

MR. W.: "Well, Mrs. Sweesy, I am very sorry, but I am quite sure that there is not the ghost of a chance now. The Board have just voted the proposition down and I feel that their action is final, at least for the present year."

MRS. S.: "I should like very much to meet some of the members of your Board. Perhaps, if there is no opportunity for the present year, there may be later."

MR. W.: "I shall be pleased to introduce you to the members that we can find, but they are all busy men and the Board meets tonight, and this is the time to 'make hay.' I will do all in my power to secure a reversal of their vote."

Mrs. Sweesy had remarkable success in Pasadena and presented most telling credentials, and more important than all else she has a very convincing personality. After the formality of an introduction, and a brief statement of the case, Mr. Little, who was the President of the Board asked, "Well, Mrs. Sweesy, what will this hilarity cost us?" Her reply, that she always expected her employers to name the compensation, secured his support and following his advice she met as many of the Board as possible, and that night was elected unanimously. Director Sutherland, a musician himself, and always a firm supporter of the idea of good supervision, in an earnest appeal urged the Board not to allow an opportunity of securing what the department had needed for so long a time to pass by without favorable action.

For five years Mrs. Sweesy's work was of the most efficient type. She established the department upon a firm basis, and when she retired all who were familiar with the situation felt that the schools had lost a valuable helper. Some of the members of the Board who were really in favor of retrenchment, felt that this was their opportunity. They tried to have the work carried on by the Grade teachers independently, but finally they were induced to re-establish the Department of Vocal Music, and Miss Victorine Hartley was chosen to fill the vacancy, in 1906.

The following extract is taken from the report of the Superintendent for the year ending June 30th, 1906:

"The work in Music under the supervision of Mrs. Sweesy has been all that could reasonably be expected. When we sum up the results of her labors with the children of Berkeley, the success of her efforts is apparent. We have choruses and two or three part songs rendered by the school children in a manner that cannot be excelled in the State. It is with great regret that we have received her resignation from the position she has filled so acceptably for years.

"I respectfully urge upon the Board the necessity of providing

a supervisor for this department as soon as the proper person can be found. We cannot afford, as a department which claims to be at all progressive, to neglect this. If the members of the Board individually knew exactly what music is doing, and has already done for the schools, there would be no dissenting voice. The teachers of the department understand fully the value of singing in the school, as a civilizer, a character-builder, and a disciplinary agent, and they are a unit for supervision. It trains the eye and ear, strengthens and modifies the voice, thus aiding materially in making good readers and speakers, and is a necessary factor in developing the best that is in the boy or girl. Besides this, it is general in its practice. There is hardly a pupil in any of our classes who does not hail with delight the exercise in singing.

"Music and Drawing are among the branches that must be taught. The State law fixes this beyond question. How to provide the most effective instruction in these branches is what we are called upon to determine. I am convinced that careful supervision by experts is the only means by which the best result can be secured, and I hope that very soon the Board may be able to provide adequate supervision in each of these departments."

During the year 1904, under Mrs. Sweesy's management, a concert was given by nearly 1000 children, in the Greek Theater, the use of which was kindly given by Pres. Wheeler. By this concert, over \$700 were secured for the children's room of the new Carnegie Library. The children presented a fine clock to the juvenile room in commemoration of this concert.

Miss Hartley has organized her department thoroughly, and with her corps of excellent workers in the different schools the music department of the Berkeley Schools has received recognition which extends beyond the boundaries of our own state. Miss Hartley's estimate of the condition of her department at the end of her first year's work, may best appear from the following extract from her report to the Superintendent:

"In accordance with your request, I herewith submit a report of the work done in the Music Department of the Berkeley Schools during the year ending June 7, 1907. During this time many new conditions have interfered with the progress of this, as well as of other departments. Half-day sessions in some of the schools; the closing of others on account of sickness; a continual changing of

the personnel in the different classes; admission of many new pupils without any musical knowledge; frequent changes in the teaching body, and a new supervisor; all these things have made more perplexing the solutions of the problems, which have, however, been patiently worked out by the teachers and, on the whole, the work has been well done.

"As far as possible, we have continued the work carried on by the former Supervisor, Mrs. Sweesy. One change, however, has been made. Instead of having glee clubs in the different schools, choruses (grouping together pupils of the third and fourth grades, those of the fifth and sixth, and those of the seventh and eighth) have been established as a part of the regular work. Nothing disciplines so well as good chorus singing under a good conductor. It has been a pleasure, too, for it has been looked forward to and asked for by the children. This work, however, has been hampered by a lack of seating accommodations. Every school building should have a large assembly hall for occasions of this kind. The Board of Education has placed chairs in the hallways of some buildings and has had large doors cut between rooms in other schools, but in still other buildings there are no such accommodations, and here the children have uncomplainingly stood during the chorus period."

By the efforts of the Supervisor, the teachers and pupils and Mothers' Clubs, each school has been supplied with Pianos, Victrolas and Records. The Board has purchased Grand Pianos for the Intermediate Schools, also an Edison Phonograph for each. In all the larger schools, orchestras have been organized.

CHAPTER IX

DRAWING

The schools were without supervision in either Drawing or Music for a long time. Some time prior to 1900, Miss Mary L. Brehm was appointed to teach Drawing in the High School and to instruct the grade teachers after school hours. Miss Adelaide Hanscom was also employed for a time, but when Miss Brehm retired from the department those members of the Board who were opposed, on general principles, to any form of supervision thought that the Fates had presented the opportunity of ridding the schools of a nuisance and at the same time of saving expense. After an earnest effort to work through the regular teachers, the plan of supervision was adopted.

In 1900 the Board elected Miss May Gearhart, of Pasadena, to supervise the Art work in the Berkeley schools. (Art work, now, if you please.) Miss Gearhart appeared in person before the Board and her manner was so earnest and her knowledge of her subject so apparent that she received the unanimous vote of the Board.

Her work was of the very highest order, and it is no reflection upon the successful labors of those who have since been at the head of this work, to give Miss Gearhart full credit for three years of most efficient and successful supervision. She used unlimited energy and tact seldom equaled in any line of school work, and when she left us for a larger field, we felt that there would be great difficulty in filling her place. She left the schools of Berkeley beloved by all, teachers, pupils, and patrons.

She was succeeded by Miss Grace Dawson, who filled the position with dignity, but with a labored success, owing to the great popularity of her predecessor. After Miss Dawson resigned, on motion of Dr. Loring, the Department of Drawing under especial supervision was abolished. In 1906, upon the earnest recommendation of the Superintendent, Miss Zinie Kidder became Supervisor. Her efforts have been successful, though we cannot

compare the results with those obtained during Miss Gearhart's term, for many reasons. Chief among these is the fact that when the department was organized, of course, everything was new, and the enthusiasm of the Supervisor, the newness of the subject and the original method of presentation insured success from the start.

The following is from the Superintendent's report dated July 1st, 1907:

Drawing.

"Miss Kidder's work has been excellent. She has gained the support of the teachers and the love and esteem of the pupils. In conjunction with the Supervisor of Manual Training, the work has been so correlated for the Primary Grades that we may expect excellent results. Her work has been earnest and thorough. The training that the children are receiving in this *necessary* branch of instruction is of the best. Drawing, carefully taught, is an excellent sort of Manual Training in itself. It trains the hand and the eye and develops habits of exactness and neatness, and these habits, thus formed, appear in every phase of school life."

In 1909, Mr. F. H. Meyer was made a sort of "Inspector General" of the Art work in all the schools. His work in this connection was discontinued at the end of one year.

CHAPTER X

MANUAL TRAINING

In his annual report to the Board for the year ending June 30th, 1904, the Superintendent made the following recommendation:

"I earnestly ask the Board to at least investigate the advisability of making Manual Training a part of our school curriculum. In this, as in every other department of school work, the personality of the teacher is the important factor. I am firmly of the opinion that the right kind of Manual Training under the right kind of supervision would be of almost inestimable benefit to our community. But it will be far better to leave it out forever than to start the wrong system, or to start under any but the very best of teachers and equipment."

In accordance with this recommendation, the members of the Board began a careful investigation of methods and results in the neighboring cities. Sixth, seventh and eighth grade classes were allowed to visit the Manual Training work in San Francisco under the guidance of the Superintendent or the Principal, the chief object being to awaken public interest in the proposition. As a result of this preliminary work Mr. R. J. Leonard was elected Supervisor of Manual Training on October 9th, 1906, his duties to begin January 1st, 1907. The erection and equipment of suitable rooms at several of the larger schools had been provided for in a bond issue which carried by a large majority.

The details of fitting these rooms and the arrangements for putting the work into operation was given to Mr. Leonard. At about the same time, Miss Bertha Prentiss, of Pomona, was elected Supervisor of Domestic Science, and the details of fitting the rooms and of preparing outlines for work in this department were given to her.

As a result of this preliminary work, the rooms recently built at the Whittier, the Le Conte, the Franklin and the Lincoln schools were fitted up in first class style. The second story of the Haste

Street building on the McKinley School lot was utilized for this work. These Supervisors proceeded at once to outline the work for all of the grades, and the outline as first prepared is essentially the same as the one in use at the present time. The following from Mr. Leonard's report to the Superintendent of Schools for the year ending June 7, 1907, is of interest as showing the careful planning of the work which was carried on so successfully during his four years of service:

"We must recognize the first and foremost aim of Manual Training to be, mental unfolding and development through carefully directed self-activity; second, the acquiring of information concerning forces about us which are factors in our industrial life; third, the development of manual dexterity, or training the hand to execute what the mind directs. With these thoughts in mind, it is plain to see what qualifications manual teachers should possess. They must first have professional training such as is given in a Normal School or University. Coupled with this must be thorough training along mechanical lines. The work in the upper grades will be carried on by such teachers. They have already been employed, and will begin work with the new term.

The work in the lower grades will be given in the class room by the regular teacher, under the direction of the Supervisor.

Course of Study.

The course of study is herein presented in outline form:

Grades: 1st and 2nd.—Time, one hour per week.

Simplified paper and cardboard construction, together with raffia, yarn and rag weaving.

Grades: 3rd and 4th.—Time, one hour per week.

Cardboard construction.

Grades: 5th, 6th, 7th and 8th.—Time, one hour and a half per week.

Woodwork in the Manual Training room, under the direction of the special teacher.

Owing to existing conditions, woodwork will not be begun in the 5th grade at the opening of the term. Some form of preparatory work will be given.

Primary Work.

Manual Training in the Primary Grades was begun about the

middle of February, 1907. This has been carried on enthusiastically by the grade teachers. Owing to the newness of the work, frequent teachers' meetings have been held for instruction and consultation. The results have been very pleasing to all concerned, and we feel that in a short time this work will be well in hand and established in a very substantial way.

Co-operation.

There is a very bright future in store for this department. The people of the community are vitally interested, and are lending their hearty support to the movement. The Board of Education has been generous and far-seeing in providing such splendid accommodations for the department. They have given the management unqualified support under all circumstances. The Superintendent has done all in his power to further the cause. Principals and teachers have been most hearty in their co-operation. Let me take this opportunity of expressing my thanks and appreciation for the courtesies received from all parties mentioned."

Mr. Leonard resigned July, 1911. The teachers worked on a "go as you please" basis, until 1914. Then Mr. C. S. Evans, of Dayton, Ohio, who had been elected to supervise the work in the High School was given charge of the entire work of the department. Mr. Evans resigned in 1916. No successor has been selected. We all regret that the services of Mr. Leonard were not retained as his plans for the work were of such a comprehensive character that they could not be successfully carried out by another.

PHYSICAL CULTURE.

Miss Violet Richardson has had especial direction of the girls in athletics for the year ending June, 1917, and is still at this work for 1918. Long may she continue. Mr. W. L. Seawright directed the boys for a part of the time along the same line, but has entered upon a new field of work. Except in the High School, this important factor in the successful work of the school has been managed largely by the grade teachers under Miss Richardson's direction. The management could not be given to any one better fitted by training and experience.

CHAPTER XI

HIGH SCHOOL BUILDINGS

Main Building.

Built 1901
 Architects.....Stone & Smith
 Contractor.....Robert Gregg
 Cost\$87,000

Science Building.

Built 1907
 Architects.....Stone & Smith
 Contractor.....Arthur Arlett
 Cost\$90,000

Auditorium.

Built 1908
 Architects.....Stone & Smith
 Contractor.....Arthur Arlett
 Cost\$90,000

Art Building.

Built 1915
 Cost\$24,000

Gymnasium.

Built 1914
 Cost—First floor.....\$5,250
 Second floor..... 5,000

Music Building.

Moved from the LeConte School lot.
 Built 1896
 Architect.....A. H. Broad
 Cost\$1,800

Manual Training Building.

Built 1907
 Architects.....Stone & Smith
 Contractor.....Arthur Arlett
 Cost\$13,000

CHAPTER XII

McKINLEY SCHOOL

INTERMEDIATE SCHOOLS.

The Intermediate School idea recommended by Superintendent Bunker and introduced in 1909, is a modification of plans adopted and carried on for several years with varying degrees of success in a number of Eastern cities, depending, of course, upon the local conditions. There is absolutely nothing original in the plan itself, but the details admit of the introduction of new ideas.

There are four Intermediate Schools in Berkeley, located as far as possible to accommodate the pupils of the different sections of the city. Each school has a distinctive line of work which will be explained more fully later.

When the system was introduced into the Berkeley schools in 1909, the Washington and the McKinley schools were selected. Mr. Imrie, the principal of the Washington School, was transferred to the LeConte School, Mr. Hoffman, the Principal of the LeConte, being elected to a half-day position. Mr. G. W. Monroe, from the High School, became the first Principal of the Washington Elementary and Intermediate School in 1910.

The Franklin and Whittier were organized as Intermediate schools in 1911. For particulars as to the course of study and general plan of work, read what is said about each of the Intermediate Schools.

McKINLEY SCHOOL.

Main Building.

Built	1896
Architect.....	Cunningham Bros.
Contractor.....	Silas Carle
Cost	\$26,000

Manual Training Building.

Built	1901
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Contractor	George Mohr
Architect.....	George Mohr
Cost	\$7,000

Size of Lot.

Dwight Way	150 ft.
Haste Street	150 ft.
270 ft. deep.	

Haste Street Building.

Built	1906
Architect.....	A. H. Broad
Contractor.....	A. H. Broad
Cost	\$14,000

Size of Lot.

N. side of Haste St.....	100 ft.
135 ft. deep.	

In 1891 a lot on Dwight Way between Dana and Telegraph was purchased. At a meeting of the Board held August 4th, 1895, the following resolution was adopted: That the Board of Town Trustees be requested to take immediate steps for providing funds for the following:

The erection of a six-room building on Dwight Way.

A four room building on the Haste Street frontage of the Dwight Way lot.

A new 6 or 8 room building on San Pablo Avenue.

A suitable building in North Berkeley, east of Shattuck.

To supply the necessary furniture for these, also

To purchase a lot east of San Pablo and south of Dwight Way.

In 1896 an 8 room building was erected on the Dwight Way lot and the school was known as the "Dwight Way School" until 1902, when the name was changed to the McKinley. Mr. W. H. DeBell was the principal until 1902, when he removed to San Francisco. Mr. C. L. Biedenbach was his successor, Mr. F. F. Bunker, afterwards City Superintendent, receiving one vote. City Superintendent Perham had his office in this building, 1897-8. As the school grew very rapidly, it was found necessary to supply additional rooms, and a 4 room building for primary grades was built on the Haste Street frontage of the same lot.

Later, a lot on the north side of Haste Street was purchased

for \$6,500 and a 4 room (afterwards a 6 room) building for primary classes was built. The rooms vacated by the transfer of the primary classes were fitted up for Manual Training and Domestic Science Departments.

The bust of McKinley was unveiled with appropriate ceremonies in 1903, and an English elm was planted on each side of the walk leading from Dwight Way to the main entrance of the building.

Miss Carmichael was the first teacher of Manual Training. She was followed by Mr. W. B. Hughson, who has filled the position very satisfactorily ever since. In 1910 Wilken's Hall was rented to relieve the congestion and it was retained until the opening of the Willard School in 1916. Mr. Biedenbach remained Principal until he succeeded Mr. Brink as Principal of the High School in 1912. During the years that the school was under the management of Mr. Biedenbach it maintained the high standard in discipline and school work that he had set as his ideal.

Mr. W. B. Clark became Principal in 1912, and was transferred, with the 7th, 8th and 9th grades, to the principalship of the Frances Willard Intermediate School. This transfer left the McKinley an Elementary School. From 1912 to 1916 Mr. Clark had the Elementary and the Intermediate grades in the old building.

The McKinley School is, I think, the best equipped of any school in Berkeley. The patrons of the school are largely well-to-do people and take great interest in the school to which so many of their children are sent. In this building one will find pianos, pictures, a good library, in fact, everything needed for first-class educational work.

Miss Blanche Morse was elected to the principalship in Mr. Clark's place. Under her management the school will undoubtedly hold its place among the leaders.

In January, 1906, Mr. Biedenbach and his teachers agreed to organize a School City with its accompanying officers and management. A suitable constitution was framed, an election was held, in accordance with its provisions and, in a week, the city was in existence. The principal is, of course, the real source of power. He can make or change as he thinks best. The McKinley School was governed as a School City until Mr. Biedenbach was elected Principal of the High School, in 1912, and I think that the same form of government has prevailed ever since.

There seemed to be so much to commend the plan that the Superintendent asked the principal to report as to the success of the scheme. I will quote direct from Mr. Biedenbach's report made to the Superintendent at the time when the School City was organized, stating the advantages of this form of "Student Control." He says:

"It is too early to speak with authority about the ultimate results of this system of school government. We can only note its immediate effect and form our judgment as to what may be expected. As soon as McKinley School City was declared organized, all of the teachers were relieved of yard duty. The police department took charge, and it is no exaggeration to say that the conduct of the pupils in the yards and when forming and marching in line is better than before. Disorder when the teacher is out of the room is also practically eliminated, for the police have charge at all times when a teacher is not present. This does not imply a monitor system, for the police officers do not report to the teachers. The citizens are responsible for their conduct to their officers. There is no encouragement for tattling or any of its allied vices.

"Perhaps one of the best reasons for encouraging this form of school government is that it teaches something that will remain permanently with the pupils. The child is taught how to behave as a citizen and an office holder. These important functions are not simply turned over to him to do with as he thinks fit. As a result he goes into the world when he finishes school, prepared for that which he encounters there.

"One point is especially worth emphasizing. The School City must be a real, not a make-believe city. It is true that everything is done under the guidance of the teaching force and that the principal can step in at any moment, and often must do so, but still the citizen life of the pupil is real.

"It seems to me that this is the only way of giving proper preparation for a republican form of government. What a peculiar condition of things has existed! For over 100 years we have been training children for citizenship in the freest country on earth by putting them through a long list of formal studies under a system of absolute command. The old martinet system has outlived its usefulness, if it ever had any. In its place there must come rational self-government under proper guidance. This

will recognize the fact that life begins with birth, and that school work is an essential part of it and not a mere training for it.

"From the cradle to the grave is one long preparation, differing in parts, but still a continuous process of education, and one stage cannot succeed unless its proper foundation has been laid in the preceding. Self-respecting manhood cannot be based on tyrannized boyhood."

Miss Morse has this to say about the McKinley School:

"The Orientals furnished the first problem for solution when I assumed the office of Principal. They come to school as non-English-speaking children. Experience has shown that they sometimes attend school for an entire year without speaking a word of English. They acquire some auditory vocabulary, but no oral one. The solution was the segregation of these pupils, for the first three grades, into one class. Observe that this segregation was to solve a pedagogical and not a racial problem. By special methods of instruction we have been able to bring an Oriental within speaking distance of the English child in two years or less.

"In addition to this problem of caring for the Oriental children in the best possible way, we are engaged on two lines of special endeavor. One is to discover the best departmental organization for an Elementary School. We are persuaded that the old 'one teacher' system is, or should be, a thing of the past. Just what organization will best suit this type of school has yet to be determined. We departmentalized the four upper classes last term. This coming term we shall carry it one step lower and take in the second grade.

"The other effort that we are making is along the line of method, trying to work out better instruction. Special attention is being given to new methods in History and Reading. The whole purpose is to break up the formal routine of drill and lesson-hearing and to substitute for these some vital motive. It is not too much to say that we are making progress. We are learning to regard the school as a laboratory for solving educational problems. We also look upon it as a shop where the children shall work 'for the joy of working,' and not for some dimly perceived ulterior end."

CHAPTER XIII

FRANCES E. WILLARD SCHOOL

Built	1915-16
Architects.....	Hobart & Cheney
Contractor	Walter Sorenson
Cost	\$87,000

Size of Lot.

Telegraph Avenue.....	282.6
Ward Street.....	274
Stuart Street.....	327
Cost of the lot.....	\$48,750

The Intermediate classes of the McKinley School were transferred to the new building on the opening of the school term July 31st, 1916, and Mr. W. B. Clark, who had been the Principal of the McKinley School, became the Principal of the Willard Intermediate School.

Pupils from the 6th grades in the Emerson, LeConte, McKinley and other schools enter this intermediate school. The courses of study in these intermediate schools vary with the section of the town and the demands of the patrons.

The Willard and the Garfield Schools specialize in Latin, English, and Mathematics. French is also taught if classes sufficiently large ask for instruction in this language.

In the Willard School the French Department is very popular and is growing rapidly. There are 250 pupils taking the French course. The graduates of the Willard and the Garfield on entering upon the 10th year's work prepare largely for the literary courses of the University, while those from the Edison and the Burbank elect studies leading to scientific or mathematical courses in college.

The Willard School is the best equipped of the Intermediate schools, while the McKinley is the best equipped of the Elementary schools. There are pictures and other works of art, pianos, Victrolas and records, moving picture apparatus, balopticon, etc.

These have been supplied by the classes as they leave school, by patrons at large, by Parent Teachers' Association and the united efforts of pupils and teachers.

The statistics with regard to the number of pupils remaining in school after completing the 8th year, and also the number going on from the 9th year into the High School proper, justify fully the Intermediate idea and show the results when the "housing" conditions permit giving the plan a "fair show." It had this at the McKinley, where it was possible to separate the Intermediate from the Elementary department.

The Willard School is strong in languages. Previous to the present year our pupils seem to have been determined upon a Latin course, but the French Department is growing very rapidly, over 250 pupils taking this language. These students of the French language at present are supporting (in fact have adopted) two French orphans. Mr. Clark, the Principal, gives some things already accomplished, and also some ideals that remain to be realized:

"We have had a good sized band and an orchestra for at least 6 years. We have one concert each year, to which we charge admission. We usually expend most of the proceeds in the purchase of instruments. In looking over the Berkeley High School concert programs you will find that fully 50 per cent of the participants have begun their musical work at the Willard School under Miss Ellerhorst's leadership.

"It has been the custom for many years for our pupils to present to the school, when they leave us, one or more fine pictures. In this way we have built up quite a remarkable collection.

"When we moved in a year ago, we put forward a very comprehensive plan of planting, to be financed entirely by the school. We have made a splendid start, having completed the plan on the Ward Street side, and a bit around the corner on Telegraph Avenue.

"The war has caused us to suspend operations for a while, but we hope to give the whole place a fine setting in the not far distant future. Our idea is that if the pupils have a hand in the creation of these things this will constitute a very important part of their education. It will be a strong backfire against vandalism.

"We had a big job on our hands to darken our Assembly

Hall. I got a bid for the work from a prominent San Francisco firm.

"The bid was \$65. I solicited the aid of Mr. Hughson, our Manual Training teacher, and we had the work completed for less than \$5, including material.

"It is the ambition of the Principal of the Willard School that the idea of co-operation shall be written large, that the evidences of co-operation shall be manifested everywhere, that the buildings and grounds shall show it, and that, best of all, it shall be in the atmosphere and shall be felt by even the casual visitor."

CHAPTER XIV

WASHINGTON SCHOOL

Built	1906
Architect.....	Stone & Smith
Contractor.....	Stockholm and Allen
Cost	\$45,000

Manual Training Building.

Built	1908
Cost	\$4,000

Size of Lot.

On Bancroft.....	262.	ft.
On Grove street	152.	ft.
On McKinley avenue	253.25	ft.

This building, built on the old "Longfellow School" lot, corner of Grove and Bancroft, has 16 class rooms, an Assembly Hall, and separate building for Manual Training and Domestic Science.

The school was opened in 1907, with Mr. J. A. Imrie as Principal, and was a success from the start. It continued to prosper until 1910, when it was made one of the two Intermediate Schools, the McKinley being the other. Mr. Imrie was transferred to the LeConte School, taking Mr. Hoffman's place. Mr. G. W. Monroe, an instructor in the High School, was transferred to the principalship of the Washington School in January, 1910. The Washington School was both elementary and intermediate from 1910 until 1916, the date of the opening of the Edison School. In 1912 Mr. H. H. Glessner was appointed Principal, and remained such until he was transferred to the Edison School together with the most of the pupils who had been in the Washington Intermediate School.

Mr. A. J. Hamilton became Principal of the Washington School in July, 1916.

This school is well organized, well disciplined and well managed. Departmental work throughout all the grades from the third has been arranged, and is being tried out very successfully.

Of his scheme of Departmental Work, Mr. Hamilton says:

"Much is being written today about the reorganization of elementary schools. Portland is enthusiastic over its 'Two Group' plan; Kalamazoo, its 'Platoon' system; and Sacramento its 'Ins and Outs.' Each of these is, perhaps, a modification of the plan inaugurated in Gary, Indiana, by Superintendent Wirt, about 15 years ago. Without a question all of these are good and are solving local problems much better than was done under the old 'one-teacher' plan.

So many subjects have been added to our courses of study during the last score of years that the teacher has found the day too short to adequately prepare herself to present each with the proper amount of enthusiasm. Hence these reforms on the part of live educational men and women are efforts to make possible the proper presentation of all subjects, because the child needs them all, and perhaps others.

Adequate preparation for a modern grade teacher in a city school system today means attending meetings of supervisors of drawing, of music, of domestic science, of physical training, besides efficiently planning the day's work in the fundamentals.

The organization of the Washington School until August, 1917, was on the old 'one-teacher' plan. Then the present program was introduced. During the school year of 1916-1917, an effort was made to measure results in the fundamentals by the use of standardized measurements. Dr. Curtis' tests were used for measuring the four fundamental operations in Arithmetic; Dr. Search's tests for measuring reasoning in Arithmetic, Spelling, and speed and comprehension in Reading; and Dr. Thorndyke's scale for measuring speed and quality of Penmanship. The result of these tests was not flattering, except perhaps, in Reading, where all of the classes measured above the standard set. This result was due, we believe to the very excellent work done by Miss Patterson while Supervisor of Primary Education in the Berkeley schools, a few years ago. After tabulating these results, teachers' meetings were held at which teachers expressed themselves quite freely as to the probable causes and possible remedies. The consensus of opinion seemed to be, that if teachers of fundamentals were relieved of preparation in the so-called special subjects, and if that work were given to teachers especially equipped in tempera-

ment and training, very much better work would result along both special and fundamental lines.

In an effort to bring this about, subjects were grouped under two headings, namely; Fundamentals, to include Arithmetic, Reading, Language, Composition, Spelling, and Penmanship. Specials, to include Music, Drawing, Manual Arts, Nature Study, Geography, History, and Physical Training.

The Washington School is a primary school of sixteen classes including the Kindergarten and the first six grades. Of these, six classes are composed of children in the kindergarten and the first and second grades. All receiving class teachers remain with their classes through two years' work. Then the classes are ready for the departmental plan. Receiving classes are divided when there are two or more sections, on the basis of mentality, thus making it possible for the stronger ones to complete two years' work in three terms.

Of the ten teachers that formerly cared for the ten classes above the second year, five were selected for special work and these were assigned as follows: One to music, one to drawing and primary manual training, one to history, one to nature study and geography, and one to physical education, thus leaving five teachers for the fundamentals in ten classes. Of these five, each had two sections, as the class teacher.

The program is so divided that each pupil spends half of his time with a fundamental teacher and the other half, in half-hour periods, with special teachers. Each class above the second year has a thirty-minute period in the yard, ten minutes of which are given to formal physical training, and twenty minutes to organized play under the guidance of the physical training teacher.

When the plan was started the teachers were all very enthusiastic over their assignments and with the outlook for better results. And now after five months they are more enthusiastic than at the start. They are not willing to revert to the old "one-teacher" arrangement. True, their work is more strenuous, but they believe that the school plant is for the child rather than for the teacher. Of the many advantages of the present plan the following are among the most important:

1. It provides for special teaching in subjects that require more training to teach efficiently than the present system of training schools give.

2. It provides for special rooms fully equipped to create the proper atmosphere that belongs where these subjects are being taught.

3. It increases the efficiency of supervisors by reducing the number of teachers under their supervision.

4. It insures the more thorough teaching of special subjects inasmuch as special teachers are made responsible for the proper training of the child in her subject for four years.

5. It assures more thorough preparation on the part of the teachers of fundamentals, by reducing the number of subjects in which preparation is required.

6. It eliminates interruptions of programs caused by the visits of supervisors.

7. It lives up to the spirit of the recent California state law about Physical Education, by providing more than the twenty minutes per day of physical training and organized play.

8. It increases the efficiency of the Physical Education department by providing for more frequent change of air and surroundings.

9. It minimizes petty problems of discipline by increasing the child's interest in his work and by providing a frequent change of teachers.

10. It affords an opportunity for pupils to take a double period in subjects in which they are deficient, thus decreasing the number of "hold-overs."

11. It bridges over the gap between the Primary and the Intermediate schools by introducing the child to a modified form of departmental work, thus preparing him for the responsibilities necessary to a highly departmentalized system.

12. It requires no more teachers than the 'one teacher' plan.

13. In a large city school system, it would reduce the number of supervisors by introducing specialized teaching and by reducing the number of teachers to be supervised.

14. It provides an opportunity to introduce instrumental music without interfering with the regular work by permitting pupils to substitute it one day each week for the vocal work. (Last term one piano teacher was kept busy all day in the building, and a teacher of the violin spent more than an hour each day with her work. Over 125 children were given an opportunity to begin

their work in instrumental music that otherwise they could not have begun.)

15. What is more important than all else, it unifies the school, making of it a real social organization rather than a mere collection of class rooms."

(Note—At the time of this writing, January 3rd, 1918, Mr. J. L. Blumb, principal of the Lincoln School, Berkeley, is preparing to open his school on the same plan, arranging his program on the basis of eight teachers instead of ten.)

This plan has also been adopted by Miss Morse at the McKinley School, and it seems to be the coming idea in school classification among all of the teachers and principals in the elementary schools.

CHAPTER XV

EDISON SCHOOL

Built	1916
Architect.....	W. H. Ratcliff
Cost	\$85,000

Size of Lot.

On Oregon street.....	240 ft.
On Russell street	287 ft.
287 feet deep.	

The Edison Intermediate School was opened in 1916. Students from the Washington Intermediate formed the principal attendance, though students came from all parts of the city. The enrollment is over 500. The course of instruction given differs somewhat from that given in the other Intermediate Schools. Not only are the modern languages taught beginning with the seventh grade, but the commercial subjects as well receive particular attention. There are over two hundred students enrolled in the Commercial Department. The course of study as outlined for this work includes Typewriting, Bookkeeping, and Shorthand, as well as a training in Banking and Office work. This gives a wide choice of electives, and by the time that pupils have completed the ninth year they are able to determine in what direction their preference lies. Either of the courses, when satisfactorily completed, gives the student a fine start toward a higher education. Latin is not taken up until the ninth year, while Spanish is offered to pupils of the seventh and eighth grades as well as to those of the ninth grades. Commercial students are especially encouraged to elect Spanish as a necessary subject for a business training.

The Edison, true to its name has a leaning toward Technical training. The Manual Training and the Domestic Science Departments are well equipped and usually overcrowded. Pupils in these departments are required during the ninth year, to give two periods daily to the work throughout the year.

The Printing Department of the Edison School is the pioneer

in this movement in this part of California, having been started in the Washington Intermediate School, eight years ago, by Mr. A. J. Hamilton, now Principal of Washington Elementary School.

Mr. C. W. Calhoun, the present instructor, took charge of the department six years ago, and under his guidance it has become a definite factor in the special activities of the school system.

The printing plant is housed in a specially built room, and cares for about forty pupils each day.

All the special work of the school department is done at the Edison School, as well as some work for the Board of Education.

The students print the school paper, "The Edison Mazda," a book of one hundred pages, which is issued at the end of each term. The type for this publication is all set by hand, and the making up of the pages, locking up the forms, presswork and binding, is all done by the pupils.

One outstanding result of the incorporating of the study of printing in the curriculum, is the improvement noticeable in the work of the "printing boys" in spelling, English, composition, etc.

Another worth-while phase of the subject is the inculcation of habits of neatness, promptness, dependence, and, above all, responsibility.

The Apprentice Committee of Oakland Typographical Union, No. 36, of which committee the instructor is a member, has incorporated in the new union apprentice laws a provision allowing a student in a sanctioned printing school, an amount of time off his apprenticeship equal to that spent in the printing class. Under this dispensation, several boys have gained from three months to one year off their "time," with a corresponding gain in wages. The employers, also, have been glad to avail themselves of this provision, as they are supplied with apprentices who are of real use from the start, and able to earn the pay they receive.

The instructor is constantly receiving more calls for apprentices than he can fill from Berkeley and Oakland, and even San Francisco. There are now fourteen graduates of the Edison School Printing Department working at the trade in the Bay Cities, and everyone of them is "making good."

This school has its own "Commercial Savings Bank," which is handled by the students of the Commercial Department. The Bank is open on certain days to receive and pay out money. Last year the deposits approximated \$800.

CHAPTER XVI

FRANKLIN SCHOOL

Built	1901
Architect.....	Stone & Smith
Cost	\$40,000

Manual Training Building.

Built	1908
Cost	\$1,000

Size of Lot.

On Virginia street.....	208 ft.
On San Pablo avenue.....	300 ft.
On Francisco street	209 ft.

From 1878 to 1890, for twelve years after the incorporation of the town, this school had several principals. Among these may be mentioned Messrs. Nelson, Clement, Horton, Clark, Lyons, Hanson and Harris.

For several years Mr. Horton was a very successful manager. During his absence, on account of illness, Clark and Nelson took his place, and Lyons filled the position while he was in the East.

In 1890, Mr. J. W. Warnick took charge of the school, and this included the general oversight of any other school in West Berkeley. Mr. Warnick's entire administration for 14 years, or until 1904, was marked by efficiency and thoroughness.

The Old San Pablo Avenue school building was sold to Mrs. Baronidis in 1901, and was soon afterwards moved nearer to the water front and fitted up as a lodging house.

While the new building was in process of erection on the old lot, the classes were distributed, some to the Seventh Street, some to the Columbus, and one to the Page Street. The upper classes occupied rooms over Wolf's Drug Store, corner of University Avenue and Fourth Street. These rooms were rented from month to month until the new building was completed. During this trying period, Mr. Warnick proved to be a very valuable man for the

department. In 1904 he was succeeded by Mr. J. F. Seaman, and in 1905 Mr. Geo. D. Kierulf became Principal. In 1906 he was succeeded by Mr. James T. Preston.

Mr. Preston served here until 1916, when he was transferred with the Franklin Intermediate classes to the principalship of the Burbank School, corner of University Avenue and Curtis Street.

The school building was enlarged to 10 rooms in 1905, and to 16 rooms in 1907. The name was changed from San Pablo Avenue School to the Franklin School in 1903. The Franklin Intermediate was established in 1911. Under Mr. Preston's management the Franklin School has been one of the model schools of the state.

Mr. Connell has been Principal since July, 1916.

Some years ago an orchestra was organized by Miss Bolsted, one of the grade teachers. There were all sorts of instruments, but by patience and perseverance, the results today are something remarkable. The work really accomplished by the children is fine and the effect upon the general character of the children is very marked.

CHAPTER XVII

LUTHER BURBANK SCHOOL

Built	1915
Architect.....	W. D. Reed
Contractor.....	Mr. Field
Cost	\$35,000

Size of Lot.

On University avenue	507 ft.
On Bonar street.....	274 ft.

This school was established in August, 1911, in the Franklin School building at San Pablo and Virginia Streets, and was known as the Franklin Intermediate.

Careful inquiry among the parents and patrons disclosed the fact that a majority of the pupils would enter commercial or industrial occupations. For this reason, the course of study has been made commercial and pre-vocational in its character, yet it has been so arranged that both classical and commercial students are able to enter the tenth year.

The course in English is the same as in the other Intermediate Schools but, because many of the pupils have very little opportunity to hear good English, Oral English is emphasized to a marked degree. Dramatization, Debating, Memorizing and Declamation are a part of the regular work. The course of study is a full one, and the intention is to make it full of force and character.

Particular attention is given to National Civics in the ninth year. This course includes conservation and other federal activities. In the ninth grade State and Municipal Civics receive much attention. The work in Manual Arts has been given double time in the eighth and ninth grades for those who wish for the same. In the Domestic Arts many of the girls are allowed to take both cooking and sewing, and several have entered hospitals and sanitariums direct, to become trained nurses.

A "First Aid" Course has been started in connection with

hygiene, and it is the intention that every pupil shall know it thoroughly. The Alumni of the school have formed an association which is endeavoring to give clean, wholesome fun, good musical and dramatic entertainments and well supervised dances.

Many school activities are encouraged as having a direct effect in raising the standard of the school. Among these may be mentioned: The Orchestra, Glee Clubs, Kodak Clubs, Folk Dancing, Basketball, Baseball, The School Paper, etc.

For the present the Commercial Course of the Intermediate Schools is offered in the Burbank and the Edison Schools only.

This course, when completed includes Commercial Arithmetic, Bookkeeping, Stenography and Typewriting. This is the largest and best organized department in the school. The school savings bank and the system developed by Mr. Warren, forms a very important and practical part of the course. This school is well equipped with everything necessary to the success of the Intermediate School idea.

CHAPTER XVIII

WHITTIER SCHOOL

Built1892
 Architect.....A. H. Broad
 ContractorRobert Greig

Manual Training Building.

Built1907
 Architect.....A. H. Broad
 Cost\$2,000

Kindergarten Building.

Built in 1914 for the University
 Summer School and sold to the Board
 of Education for \$1,200.

Size of Lot.

On Virginia street234 ft.
 On Milvia street.....224 ft.
 On Lincoln street.....165 ft.

The Whittier School was opened in the fall of 1892. The following have been principals:

Miss Juliet H. Lumbard, 1892-1898;
 Miss Alice Keefer, 1898-1905;
 Mr. Clinton Miller, 1905-1906.
 Mr. H. H. Glessner, 1906-1908;
 Mr. S. D. Waterman, 1908-1917.

In 1905, Miss Keefer was transferred to the principalship of the Le Conte School in place of Miss Lillie Hamlin, who had been given a place in the English Department of the High School.

Additions as needed were made to the original six rooms from time to time, and these additions were usually begun directly after the summer vacation, so that the children might have the "Saw and Hammer" accompaniment to cheer them along on their "bright and sunny way." (At this time in the history of Berkeley it was the custom of the Board of Education to postpone the repairs upon

the school buildings until about the end of the summer vacation.)

As there were eight grades in the Elementary course, it had become the policy of the management to have at least sixteen class rooms in all of the larger schools. By 1905, the school had gained in numbers until the sixteen rooms were completely filled.

For several years the demand for school privileges in this section of the town was so great that several half-day classes were found necessary. In 1913 two portable rooms were built for the sixth grades, and in 1916, during the summer vacation these bungalows were moved to the Garfield School lot.

The Whittier was organized as one of the Intermediate schools in August, 1911 and remained both Elementary and Intermediate until January, 1916. At this time the seventh, eighth, and ninth grades were transferred to the Garfield building, corner of Rose and Walnut streets.

Mr. Waterman remained principal of both schools until June, 1916, when he took charge of the Whittier School. In June, 1917, he resigned his position, and Mr. Roy E. Warren was chosen in his place.

The "Ungraded Class" plan was in successful operation in this school for several years to the benefit of many a child, but the increased expenses of the department made it necessary to cut in some direction and the ungraded classes at this school and also at the McKinley, the Franklin, the Lincoln and the Le Conte had to go. There should be some system of ungraded class work in every large school.

The purchase of 150 feet additional on Lincoln Street, and 100 feet on Virginia Street, thus enlarging the play grounds and improving the shape of the lot, would involve an expenditure worth considering.

CHAPTER XIX

GARFIELD SCHOOL

Built	1915
Cost	\$45,000
Architect.....	Mr. Coxhead
Contractor.....	B. D. Henderson

Size of Lot.

On Rose street	210 ft.
On Walnut street.....	295 ft.
On Shattuck avenue.....	321 ft.

The Whittier Intermediate was transferred to the Garfield School building on January 4th, 1916. Mr. Waterman remained principal of both the Whittier Elementary and the Garfield until June, 1916. Then Mr. D. L. Hennessey became principal, and Mr. Waterman remained at the Whittier.

This school specializes in Languages, especially Latin, Higher English and Literary work in general, and Mathematics. The school has always taken a very lively interest in Dramatic work.

A student assembly is held on every second Friday morning. Scenes from Shakespeare's plays, dramatizations from the classics read, debates, recitations and other literary exercises are given by the pupils. The school is very active along patriotic lines, contributing liberally to the Red Cross, Soldiers' Libraries, the Armenian Relief Fund and other current needs.

The work in Domestic Science and Art, Manual Training and Drawing is also "up-to-date." There are Spanish and French classes if a sufficiently large number of pupils desire instruction in the same.

This is one of the most attractive, and when finished according to the original plan, will be one of the best arranged school plants on this side of the Bay.

The building was erected to accommodate 280 students. The enrollment for August, 1917, was over 300. As has been stated

elsewhere, two bungalows built for the sixth grades at Whittier, have been moved to the Garfield lot, and a room in a dwelling across the street has been leased to partially accommodate the overflow.

In Latin there are 250, and in Spanish 32.

Mr. Hennessey is an expert in Higher English and Dramatic work, and the stageing of the plays under his direction is strictly first class.

About 50 pupils complete the 9th grade each term. Practically all of these continue their studies in the High School. Garfield pupils make good records in the advanced schools.

A flourishing Athletic Organization is always in existence and a fine spirit in school athletics is developed. The school is particularly strong in Basketball.

The key-note of the Garfield School is the same as of the other Intermediate Schools. It is co-operation. The school won the Jubilee cup for the school making the best showing in the Jubilee Parade, and last year they won the Elks' silver cup for the school making the best showing at the regular annual track meet.

CHAPTER XX

LINCOLN SCHOOL

Built	1889
Cost	\$35,500

Size of Lot.

On King street.....	271 ft.
On Alcatraz avenue.....	120 ft.
On Harmon street	120 ft.
On Ellis street	110 ft.

Manual Training Building.

Built	1907
Cost	\$2,000
Architect.....	A. H. Broad
Builder	A. H. Broad

The annexation of Lorin, now known as South Berkeley, was formally reported to the Board on May 12th, 1892. At this time, the school building had 6 rooms, 3 of which were furnished and occupied. As the original Lorin School District was divided by this annexation, people living in the portion not annexed claimed the right to send their children to the Lorin School because they had been taxed to help pay for the building. For years this was a constant source of annoyance, but I am sure that the question has long since been settled to the satisfaction of both Oakland and Berkeley. When the annexation was completed the name of the school was changed to "The Lincoln School." As has already been stated, the policy of the Board was developed upon the idea of 16 class rooms in the populous centers, and smaller buildings in the outlying sections as feeders for these larger schools.

This plan was carried out by additions from time to time as needed until even on this small lot they have the 16 rooms, an Assembly Hall and a Manual Training building.

Mr. L. M. Frick was the first principal. He was succeeded by Mr. M. J. Congdon. In 1900, Mr. Elmer E. Nichols assumed the

principalship and held it until 1906, when he left educational work for the practice of law. He was very successful as a school principal and has become a "bright and shining light" in the legal profession.

Mr. J. L. Blumb has been principal of the school ever since Mr. Nichols left. Under his wise and very practical management the school has become an important factor in the social and intellectual life of the community.

Mr. Blumb is especially helpful to the teachers of little or no experience, who are willing to be helped, and many a teacher who is now successful, owes her success to his influence and direction.

The principal has furnished the following, giving an outline of special features introduced into the work in the Lincoln School:

"Recently, Dramatic Reading has been introduced in each grade from the second to the sixth inclusive. This has proved very successful and of great value to the school, particularly in the upper grades. In introducing this work, the primary aim has been to obtain better expression in reading. As the work has grown it has been found beneficial not only to the reading, but also of great help to the children in all subjects requiring oral expression. In teaching Dramatic Reading, the work is all done in the Assembly Hall, using the stage. The child is required to do most of the work at sight, so that all of his powers of quick thinking and acting are required. Thus he also learns to scan the printed page and pick out the essential things and understand them almost at a glance. Ability to do this is the basis of education.

There are really no stage properties, a few articles being kept on hand which do service for many things; for instance, a blackboard eraser is equally as useful for a pair of shoes as for a loaf of bread. Thus the child's imagination is developed. When no stage properties are used, the child imagines that he has something. For example he opens a door and closes it, but there is no door there, only as he sees it in his imagination. He gives a beggar an imaginary dollar from an imaginary purse taken from an imaginary pocket. Not only is the imagination of the child reading the part developed, but also that of the others who are playing the part of the audience. When a child is assigned a part, he at once forgets himself and becomes the character that

he is to portray. If he takes the part of an old man, or of a donkey, he acts the part without a thought of his real self.

This phase has been rather a difficult one in the upper grades as the children there are naturally very self-conscious, and this, of course, is very detrimental to all of their school work. Hence, the great value of Dramatic Reading in other lines of regular school work by helping the child to overcome self-consciousness, is plainly seen. I find no difficulty in obtaining excellent expression in reading when the child's body is expressing correctly the lines that he is reading. For instance if he invites some one to come in, and at the same time uses a gesture of invitation, the correct oral expression is bound to come.

The stories used are only of the best things found in Literature. These are closely correlated to their study of History and English, thus clinching, through dramatic action, the things that they have learned in these subjects. In choosing the best things in the Drama and Literature, we are creating a love for only the best books and stories, and this, in itself, fosters a dislike for trashy and vulgar things. This is of great value in the molding of character. A child is a natural actor. His imagination is keen. Too little is done to develop these elements of the child's character. Dramatic Reading will help to do this, and may thus become a great aid to the other school work. We have found it invaluable and wish that it might be made a permanent addition to the 'Course of Study' in all the schools."

Additional yard room is the great need for the Lincoln School, but it is not an easy problem to find it in close touch with the rest of the school property. The school lot is entirely too small to admit of any work in the line of school gardening.

CHAPTER XXI

LE CONTE SCHOOL

Built	1892
Architect.....	A. H. Broad
Contractor.....	Anderson and Greig
Original cost.....	\$20,000

Primary Building.

Built	1909
Cost	\$2,000

Manual Training Building.

Built	1907
Architect.....	A. H. Broad
Cost	\$2,000

Size of Lot.

On Russell street.....	271 ft.
On Ellsworth street.....	269 ft.
On Oregon street	271 ft.

This school was opened in 1892 with six class rooms. The building has been enlarged at different times until it has the standard number of sixteen rooms and a separate building for Manual Training and Domestic Arts.

The following have been principals of the school:

Miss Alice Keefer, 1892-1898; Miss Juliet H. Lombard, 1898-1901; Miss Lillie Hamlin, 1901-1905; Miss Alice Keefer, 1905-1907; Mr. W. W. Nichols, 1907-1909; Mr. F. H. Hoffman, 1909-1910; Mr. J. A. Imrie, 1910 to date.

Mr. Nichols became Secretary of the Board of Education under Superintendent Bunker in 1909, and Mr. F. H. Hoffman was elected principal in his place. When the Washington School became an Intermediate school, Mr. Imrie went to the Le Conte.

In 1896, a two room building was erected to provide for the overflow, until permanent additions could be made. Later, this little building was moved to the High School lot, where it is now in daily use as the music room of the High School.

The Le Conte School garden has been the most successful of any in Berkeley, and as Mr. Imrie is an expert in this line, his practical application of the science of tilling the soil has produced excellent results. He has very willingly given me a brief outline of his work in Berkeley. He says: "I commenced garden work in 1907, when I came to the Washington School. We found a vacant lot near the school which was available, and our first attempts were here. We planted a lawn and a few ornamental shrubs near the building, and this work was continued for two and one-half years of my stay at this school.

Upon taking charge of the Le Conte School, we at once started the gardens which have been maintained ever since with varying degrees of success. In addition to gardens upon the school premises, two vacant lots near by have been used, sometimes, as a community garden and at other times the individual plot system has been followed. As a general rule, the work has been done by pupils in the fourth, fifth and sixth grades, and a large percentage of those who have plots in the school garden, have home gardens also. The school garden is thus an incentive to home work.

A garden club has been formed under the direction of one of the teachers. This club has a regular meeting every two weeks and the members discuss various phases of the entire school work, especially that pertaining to the garden.

Exhibitions of garden products have been held from time to time, and these have fostered an interest in the movement. A large part of the nature study clusters about the garden activities. The plants and insects found there furnish fine material for this study."

The school garden can be a success only when placed upon the school lot, and under the direction of some one who is skillful in this kind of work.

A very able corps of teachers at the Le Conte School stand ready to carry out any plan that the principal suggests. Hence the success of the school garden in this school.

CHAPTER XXII

OXFORD SCHOOL

Built	1909
Architect	Mr. Plowman
Cost	\$24,000

Size of Lot.

On Oxford street	200 ft.
On Walnut street.....	225 ft.
South Line	288 ft.
North Line	279 ft.

This school was opened in 1910, with Mrs. Clara Partridge in charge. It has been of very rapid growth. There are now 6 full grades besides the kindergarten, and some of the classes are overcrowded. Skillful management and a good corps of teachers have made the school a credit to the department, and the children and parents as well are loyal to their local school, and its interests. Provision should be made at once at this building for instruction in Manual Training. The children now take this work at the Whittier School. Pupils from the Hillside School also make use of the Whittier shop. This is not ideal. The work for all classes should be provided for in their own building. A sense of ownership is very strongly developed in some children and the idea of walking four or five blocks to use another fellow's shop is not at all pleasing to the average boy. The principal, Mrs. Partridge, has kindly furnished the following with regard to the past of the school, and a glimpse into the future, based upon the high ideals to which the teachers aspire:

"At the close of the first day of school in the Oxford building, August 4th, 1910, there were 99 children enrolled in nine grades under the charge of three teachers: Mrs. Partridge, Miss Porter, and Miss Newton. Three rooms in the shell had already been completed, two in the east wing, and one in the north wing. Now, in November, 1917, there are nine regular class rooms occupied, and classes are conducted in the principal's office, the teachers'

kitchen and dining room, and a kindergarten in the small tower room over the furnace room. The principal's desk is on a square of carpet in the hall, and there in the glow of a goose-neck lamp the principal sits and wishes for rooms, and still more rooms.

During the first year there were 140 children enrolled in the school. At the present writing there have been enrolled since the opening day of this term, July 30th, 1917, in the kindergarten 32 children, and in the grades 394, making a total of 426.

During the seven years since the opening, there have been 678 children enrolled who have passed out of the school into the Intermediate Schools, or who have removed to other districts. The total number of children who have been in attendance since August 4th, 1910, is 1104.

The first class to be promoted to the Low 7th, Intermediate, numbered 20, and were sent out in December, 1911. The promotions to Low 7th have been as follows:

1911-1912.....	38
1912-1913.....	37
1913-1914.....	30
1914-1915.....	49
1915-1916.....	60
1916-1917.....	65

TOTAL.....	279
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During our first term there were 107 families represented in our enrollment. Thus far in our fall term, 1917, there are 291 families represented in the grades, and 10 additional families in the kindergarten.

The Oxford School was opened when the Intermediate School system had been established for five months. Its aim, therefore, was fixed from the start. It was an elementary school, and as such had a definite field. The three pioneer teachers of the school cherished an ideal. The school was to be a family of boys and girls and foster mothers. As the corps has been enlarged the ideal has become more deeply fixed, and so far as we are able to do so, we work upon a family footing. There are no division fences in the yard. Our boys and girls are playing together as they do in their own homes. It is no uncommon sight to see a boy and a girl turning a rope while other girls and boys "chase the fox" merrily. Because of the home thought that we teachers

have, there is a happy observance of the festival days that children love. From the first Christmas on, there has been a decorated Christmas tree in the main hall, (we do not possess an Assembly Hall) and there throughout the last week the children gather for the Christmas exercises. In 1915, the parents contributed an electric light set for the tree, and these lights are turned on at every recess during Christmas week. Of their own volition the children gather and sing the songs that they have learned for the season. For several years the older children have made Christmas gifts for the unfortunate children who are wards at the County Infirmary. Last year the Mothers' Club inspired by the children's activities, made bright little bags for the bed-ridden women of the Infirmary.

In the spring of 1916, the school, including the kindergarten, took part in a Shakespeare Pageant through the grounds, and presented various scenes on the level spot called "the ball field."

In the spring of 1917, the children had a Story-book Pageant, based upon the work in the California State Series of Readers.

Plans for the Pageant for 1918 are now being made. The regular work of the school is being done, in so far as it is humanly possible, with the purpose of making the children independent intellectually, vigorous physically, and strong morally. Much emphasis is put upon the Physical Culture Course, the development of power in the text book subjects and the awakening of the will to do their best in all of the day's work. Since we are a happy set of people, teachers and children together, we feel that in a measure we are attaining our ideals."

CHAPTER XXIII

JEFFERSON SCHOOL

Built	1906
Architect.....	A. H. Broad
Cost	\$17,500

Size of Lot.
305 by 270 feet.

This school was opened in 1907 with Miss Mary O'Bannon as principal. The following letter from her is so very much to the point that I give it entire:

April 11th, 1918.

Dear Mr. Waterman:

You wish to know something of the history of the Jefferson School from one who has been connected with it from the day of its opening. I hardly feel that I am the one to write, for I am so conscious that such an account may be entirely too full of "I's" and "we's."

You remember the beginning of the work with four teachers, with the youngest and the greenest one of the four at the head; but my heart was then, and still is, in the work. This has always been a very interesting district. We are far enough from the center of the town to be quite the center of our own community—in fact, almost like a country school. The people of the district are always ready to assist in every way.

When I think how I ordered a piano for the school during that first year and had it charged to myself, I marvel at my rashness and I marvel still more at the cheerful way in which the people took over my indebtedness. In a very short time they had spent several hundred dollars for the benefit of the school. They did not spend it as they wished, but as we, The Faculty, thought best.

In the second year Miss McKee had left and Miss Stearns had taken her place. The main difference in the work was an increased interest in athletics. People began to realize that the

Jefferson School was really in existence, for our baseball and basketball teams were in evidence in every contest.

At the beginning of the third year, Miss Tucker came in, and she and Miss McMurchy (now Mrs. Shields) established a standard for our primary work that we are still holding, and of which we are very proud—good solid foundation work full of interest for the small people.

The fourth year brought Miss Clements (now Mrs. Stoll) and for two years our work was somewhat different. We had more music and folk-dancing and the mothers swelled with pride when viewing the accomplishments of their little folks.

By 1912 another room was needed, and we surely began to feel very important. The people of the district took a renewed interest in the school. Our Improvement Club became more active and for several years we had lecturers from the University. The attendance at these lectures averaged above ninety. Among other things the Board of Education gave us a stereopticon. By January, 1914, the school had increased so rapidly that a second room was added and in the fall of 1915 still another room was needed.

As the Assembly Hall had been converted into a class room, we could no longer accommodate the people who wished to attend the lectures. For this reason we were obliged to discontinue the evening meetings and to wait until an assembly hall could be built. We are still waiting. In the fall of 1914 the kindergarten was organized. It has had a full attendance from the start.

In the fall of 1916 a small frame building, which we are still using, was moved from the Washington to the Jefferson School lot.

I do not know of much else to tell about our school. We think it is quite wonderful, of course. The same ten teachers have been here for the last two years. If you could be with us some noontime you would realize how unusually congenial we really are. The school office has to serve as dining room, for we long ago outgrew the teachers' room, and at noon this is the jolliest of places.

Nor does our friendship stop with our jolly times. All the teachers are so proud of one another's work. They are sure that no one but *our* primary teachers could so thoroughly start a child, and that no one but Miss Parker so well trim off the rough edges and polish him for the next higher school.

We try to do our share of Red Cross work. Every child in the school is a member of the Junior Red Cross. For two years we have supported an Armenian orphan. Of course, we have added the sale of Thrift Stamps to the usual banking.

We have had our share in all the parades and the shows, and have usually had our own May Day festival here. At present the building quakes many times a day with the tread of May pole dances.

I am afraid that I have not told exactly what you wanted, there are so many things that one can write about the general routine of school life. Come to see us some day.

Sincerely,

MARY B. O'BANNON.

CHAPTER XXIV

JOHN MUIR SCHOOL

Built	1916
Architect	James Placheck
Contractor	Mr. Wade
Cost	\$28,000
Cost of the lot.....	\$50,000

Size of Lot.

(About four acres)

Claremont avenue	324 ft.
N. line	396 ft.
S. line	560 ft.

There is nothing distinctive about the work at the John Muir School except with the children from four and one-half to six years of age.

With these children the plan as set forth by Madame Montessori in her book called in English, "The Montessori Method," has been closely followed. The department is to be congratulated in having secured Miss Lydia Atterbury to manage the affairs of this school. Miss Atterbury has been for several years a very successful grade teacher, and has also been a student of this system under Madame Montessori herself.

Everything about the school is ideal. The lot itself consisting of nearly four acres is one of the most attractive in Berkeley, being a part of the old Cox home site. The trees are large and beautiful and a creek crosses the lot on the Eastern side. The school is near the Claremont Hotel. There is ample room for school garden, playgrounds and exercises of all kinds.

CHAPTER XXV

HILLSIDE SCHOOL

Built	1900
Architect	Mr. Stone
Contractor	Phil Sheridan
Cost	\$7,000

Size of Lot.

On Virginia.....	150 ft.
On Leroy Avenue.....	125 ft.

This school was opened in 1901 under the management of Mrs. C. G. Potwin. On the death of Mrs. Potwin, Miss B. J. Barrows was transferred from the Whittier School, and made principal of the Hillside School. She has remained in this position up to the present time and has given to the community a school as good as any. They have been crowded for room in some of the classes, but have made the best of a difficult situation, and have made a good record.

As there is no Manual Training plant on the school premises, and as the lot is so diminutive, the children who desire instruction in this branch of education have to travel at least six blocks for the privilege of using the shop and tools really belonging to another set of children. The idea of "ownership" is very thoroughly fixed in children of the age of fifth grade pupils. The fact that there are no facilities for this work at the Hillside School, and no possible chance for a building on the lot has proved to be a decided handicap.

Recently, an open air room has been added to the building and this is used for the kindergarten, which is well attended.

CHAPTER XXVI

HAWTHORNE SCHOOL

Built	1909
Architects.....	Young & Bradley
Cost	\$24,000

Size of Lot.

Snyder Avenue.....	352 ft.
Ninth Street.....	292 ft.

Bungalow.

Built	1909
Architect.....	Henry Boehrer
Cost	\$2,000

In 1899 a lot was purchased on 8th and Grayson Streets and a small building of two rooms, which had been used as a primary building at the San Pablo Avenue School for a number of years, was moved to this lot, and it was used until the completion of the Hawthorne School on Snyder Avenue. The Hawthorne School was opened in 1909. Miss Luie Taft was elected principal, and on her refusal to take the position, Mrs. Beatrice Wilmans was appointed. As Mrs. Wilmans has made such a splendid success of this school I have asked her to furnish me with an outline of its work, and she has very kindly given me the following for which we are all very glad:

"The present school building built to take the place of the old Grayson Street School was finished on the lower floor only, during the summer of 1909, and opened with three rooms occupied, in August of that year. I was appointed to this position by Mr. Frank F. Bunker, then City Superintendent. This appointment came only two days before the opening of school. Miss Susie McClure and Miss Florence Malone were the assistants. We opened with 1st, 2nd, 3rd, and 4th grades, and an enrollment of 100 children.

After examining groups and individuals among the children and their families, and making a general survey of the neighbor-

hood the idea suggested itself to me that the school could give its best service only if it should combine as large an amount as possible of social work with the regular school work. We have continued to incorporate this feature more and more with the educational functions of the school.

We began this work in a very small way, supplying clothing to needy children—clothing that had been given to us by those who were interested in the school. Later, Mr. Frank McAllister, Department Truant Officer, supplied us with clothing, shoes and other necessities quite regularly, and the Churches and Federated Mothers' Clubs have helped materially in this service. The Board of Education obligingly installed a bathtub in the building early in the history of the school, and we were able to bathe and clothe children who were not cared for at home.

When additional rooms were finished in the building, and the fifth and sixth grades were installed we were confronted with the problem of Domestic Science equipment for the girls, and with the idea of special service in our minds for that sort of a school we hit upon the plan of a cottage—a model bungalow which would serve to provide training in the various branches of simple house-keeping and which could be used for club meetings, socials, etc., as well.

The Board of Education, while heartily approving of this plan, was unable to provide funds for carrying it out, but agreed to supply the plumbing as their share toward the enterprise. All other expenses connected with the building and the equipment were met by private subscriptions, or money raised by entertainments and bazaars. Mrs. Phoebe Hearst gave the first \$500 really making the bungalow possible. Since its completion the little building has been the center of many of the activities of the school and neighborhood.

The Y. M. C. A. and the Y. W. C. A. of the University became interested in the school and its efforts, and we have been able to keep up quite regularly, clubs, classes in dancing, sewing, reading, night school and athletic associations, through the invaluable aid of these students. Through the generous co-operation of the Berkeley Federated Mothers' Clubs, who supplied money to pay the teacher, and the Board of Education, who supplied the kits, we have been able to give the sixth grade boys lessons in cobbling, and to do considerable practical work along that line, making over

worn shoes that were sent to us, so that they could be used by the children.

Gardening has been a feature of the school work, and we have a successful garden almost every year since the school was instituted. We have also had for about two years a branch of the Berkeley Public Library installed in our school and it is increasingly meeting the needs of the adult community, as well as those of the children.

The building has been open practically every Sunday afternoon for three years with some social activities—concerts, reading groups, games and other forms of recreation. The Library also is open on Sunday afternoons. The entire community of Berkeley has been most sympathetic and has responded generously to our needs.

The factories all along the West side, and especially those near to the school have many times responded with sums of money for any good object which we have had in view. The various manufacturers gave checks for \$100, and smaller sums towards the building of the bungalow. They also gave us enough money to secure Pathescope films for a year—five reels each week. The San Francisco Sulphur Co., whose works adjoin the school grounds, graveled and oiled the entire sidewalk area on both sides of the yard, free of charge, and in fact, the factory owners have generously backed up our efforts in every way. The City of Berkeley has put in storm sewers, and has changed Snyder Avenue, which was simply a deep gully in 1909, into a fine well-paved street. The Board of Education has transformed the large school yard from a plowed field in 1909 into a well-drained, graveled, and thoroughly satisfactory playground.

The teachers who have served in the Hawthorne school have been most interested in the wider social aspect of their work and have continued to be so, even after leaving. Miss Susie McClure, Miss Mary Way, and Miss Irene Bullen, teachers of splendid influence in the community, have left, at various times, to be married. Miss Florence Malone, one of the original group, is now in the Lincoln School.

The present grade faculty is as follows: Miss Blanche Lewis, Miss Louise Sloan, Miss Lucile Rives, Miss Marguerite Shoecraft, Miss Elsie Fores, Miss Marian Stone, Mrs. Irene Bullen Frazier, who has decided to return to us as teacher of the sixth grade.

A kindergarten was added in 1914, and it has flourished splendidly under the management of Miss Helen Stern, reaching, at the end of the spring term of 1917, an enrollment of forty-five. One of the most satisfactory features of the kindergarten is the eleven o'clock luncheon of crackers and milk, which has been supplied to the children by the Board of Education during the last year. This was done at the suggestion of Mrs. Elvina S. Beals.

The school, which entered upon its career practically without possessions of any kind, now has four pianos, a Victor machine, a Radiopticon, a Pathoscope moving picture machine and many pictures and other objects of art and beauty.

The baseball team of the Hawthorne School holds the championship for the Elementary School League.

Not a little of the success of the school as a social center is due to the janitor, Mr. William Ofdenkamp.

For two years, however, we have had a regular social service worker in charge of these activities in the school—Miss Martha Parker, an eastern woman of great experience and ability, who is also our librarian. Her salary as social worker is paid by various members of the Federated Churches organization.

Mr. Gustave Schneider, Superintendent of Public Playgrounds for Berkeley, has carried out the idea of co-operation in social service by using the school building as a community house in connection with his work at the San Pablo Park Playground.

Our registration is now 265, and we are expecting to constantly widen our influence for good in the community in the coming years as our neighborhood grows in population and importance."

CHAPTER XXVII

COLUMBUS SCHOOL

Built	1892
Architect.....	A. H. Broad
Contractor	Robert Gregg
Cost	\$30,000

Size of Lot.

On Allston Way.....	260 ft.
On Eighth Street.....	181 ft.
On Ninth Street.....	181 ft.

In 1892 this school was opened under the control of Mr. J. W. Warnick, of the San Pablo Avenue School, with Miss Susie McClure as vice-principal. In 1898, Mr. Elmer E. Nichols took charge for two years. The Columbus, the Whittier and the LeConte School buildings were built with the proceeds of the same bond issue and were originally six-room buildings and exactly alike.

Mr. Nichols was transferred to the Lincoln School in 1900, and Mr. Wiggington Creed succeeded him for a short term, and after him Mr. Robert C. Root was principal until 1903. Mr. Root was transferred to the History Department of the High School and Mr. H. H. Glessner was elected to fill the vacancy. In 1906 Mr. Glessner became principal of the Whittier School, and was succeeded in the Columbus by Mr. E. H. Mosher until 1909. Then Mr. Mosher was appointed principal of the Emerson School in place of Miss Emelie Bergen, who was absent for a year, on leave. Mr. Leander Good became principal of the Columbus school in 1909. He has filled the position with credit to himself and benefit to the department.

In 1915, during Mr. Good's temporary absence for the year, Mr. Connell took his place.

CHAPTER XXVIII

EMERSON SCHOOL

Built	1906
Architect.....	F. D. Voorhies
Contractor.....	N. Anderson
Cost	\$35,000

Size of Lot.

On Piedmont Avenue.....	206 ft.
On Forest Avenue.....	194 ft.
On Garber Street.....	169 ft.

In 1906, with money provided by a bond issue passed in May, 1903, a building of ten rooms was erected on the corner of Piedmont and Forest Avenues. Four rooms have since been added.

At first a lot on Russ Street was purchased, but this was exchanged later for the lot on which the Emerson School now stands.

Miss Emelie Bergen was the first principal at the opening in 1906. She was transferred from the Longfellow School. Miss Bergen filled this position very acceptably until 1909 when she took a year's leave of absence, and Mr. E. H. Mosher took her place. He has proved to be "the right man in the right place."

A branch of the Public Library was located in this building. It was and is a power for good in the school and the community as well. As the room used by the library was needed for regular school purposes, the Branch Library was opened on College Avenue.

This school is one of the best equipped schools in the city, being well supplied with all of the modern appliances for excellent work in Music, Drawing, Domestic Arts and Cooking. The Parents' Club has been of great assistance in the general work of the district.

CHAPTER XXIX

LONGFELLOW SCHOOL

Built on Bancroft Way.....	1897
Architects	Cunningham Bros.
Contractor.....	E. J. Squire
Moved to Ward Street.....	1905
Cost (including additions).....	\$40,000
Kindergarten.....	Built in 1916
Cost	\$1,300

Size of Lot.

On Ward Street.....	160 ft.
On California Street.....	270 ft.

A lot on Bancroft Way, extending from Grove Street to McKinley Avenue, was bought in 1896, and a four-room building was erected upon this lot. This building had its frontage on Bancroft Way.

Miss Emelie Bergen was the first principal. The school was at first known as the "Bancroft Way School." The change of name to the "Longfellow" was made soon after the opening.

In 1905 a lot on the corner of California and Ward Streets was purchased and the old building was moved to this lot, and enlarged. When the Emerson School was opened in 1906, Miss Bergen was transferred to the principalship, and Miss Annie Woodall took her place. Under Miss Woodall's management, assisted by a fine corps of teachers, this has become one of the largest and one of the very best of the elementary schools. A few years ago the building was enlarged for the second time and supplied with an assembly hall and other essentials. I mention other essentials, because no really successful work in many essential lines can be done if the assembly room is lacking. By all means have a well equipped room of this kind in every school building, if the best results are expected.

Since the building was enlarged for the second time, and provided with an assembly room, the growth of the school has been

such that what was intended for assembly purposes is now used for a class room, and even the principal's office is anywhere that an unoccupied chair or table can be found. A recent visit to this school disclosed the fact that the same crowded conditions prevail here now that were found ten years ago. The rest of the block bounded by Ward, Sacramento and Derby Streets, should be purchased at once, and rooms for Manual Training and Domestic Arts should be provided. Some of the children go to the Lincoln School building for Manual Training, some to the Washington, and still others to the LeConte. What success can be expected in this department under these conditions?

Recently a fine building for the kindergarten has been erected and a flourishing kindergarten is running on schedule time under competent management.

CHAPTER XXX

SEVENTH STREET SCHOOL

Built	1887
Architect.....	A. H. Broad
Contractor.....	C. R. Lord
Cost	\$3,000
Size of lot.....	100x120 ft.

The teachers whose names are given have been identified with this little school since the building was erected: Miss Emily Squires, Miss Lillian Welton, Miss Emma Peterson, Miss M. Ellen Wilson, Miss Nellie Malloy, Miss B. Louise McKee, Miss Marietta Higgins, Miss Rita Beatty, Mrs. Emma S. Wilkes, Miss May MacDougald.

There is quite an interesting story leading to the establishing of this school. On the corner of what was then the San Pablo Road and the road leading westward to Jacob's Landing, later named Delaware Street, stood a rambling, old-fashioned, clapboard inn and postoffice. This inn was conducted by Captain and Mrs. Bowen, who had come around the Horn from Boston. The old captain was a veritable seafaring character. His good wife some sixty years ago planted the tall cypress tree still standing guard on the soil trodden by hungry and thirsty stagecoach passengers from San Pablo on the way to Oakland. Captain Bowen's inn was the regular stage station to the Ocean View district. The Ocean View School became overcrowded with the advent of the Cornell Match Factory, the Standard Soap Co., and the Southern Pacific Railroad Co. On the death of Mrs. Bowen, business at the inn waned and the old building was vacated.

On account of its proximity to the school the captain rented the building to the Board of Education for its first overflow primary classes. Soon there was a demand for more room; the building on Seventh Street, once known as the Methodist Church, and now used as Herman Sons' Hall, was utilized for primary classes.

Finally, in 1887, this two-room building was erected and was in constant use until 1905. Meanwhile the Franklin School building had been enlarged, and with the advent of Mr. Geo. D. Kierulff as principal of the Franklin, all of the Seventh Street classes were transferred, and for several years the Seventh Street building was not used. A few years since it was opened as a kindergarten under the auspices of the Mothers' Clubs. It is now occupied by the West Berkeley Public Kindergarten.

Miss Minnie Young is the kindergarten teacher.

PAGE STREET SCHOOL.

Size of lot.....155x150 ft.

There was never any especial demand for a school building here, as the Franklin School was only a few blocks away, but the building was erected and utilized as a whole, or in part, for most of the time. One room was filled and taught by Mrs. Wilkes for four years. The other room was used for only one year.

After the earthquake the building was occupied by people who had become homeless by the situation in San Francisco. Later, the building was removed to East Tenth Street, between University Avenue and Bristol Street, having been purchased by Mr. Holtz, former owner of Holtz Hall. It became the first "movie" in West Berkeley and was called "The Fun Theater."

CHAPTER XXXI

NIGHT SCHOOLS

The proposition to establish a night school has been made periodically for over twenty-five years. In every instance until 1911 the life of such schools for various reasons has been brief.

As long ago as 1895 a petition signed by forty young men was presented to the Board of Education, asking for the establishing of a night school, but owing to a shortage of funds, the class was not organized.

The most signal failure was in 1904 or 1905. A class was organized in a room adjoining the former office of the Superintendent on Allston Way. This attempt failed on account of gross mismanagement.

In 1911, a night school was organized in the Franklin school building. This school has been a success from the start. The success here is due to two main factors—the careful preliminary work among the people done by Mr. Preston, the principal of the Franklin school, and the selection of Mr. Hennessey as the manager and principal of the night school. This school was organized at about the time that the Franklin Intermediate was organized and this change in the whole situation called for all of the energy and care of the principal. The details of the organization were planned by Mr. Bunker and Mr. Hennessey.

In 1913, the Lincoln night school was organized. On the completion of the Edison building, the Lincoln night school was discontinued and the classes were reorganized in the Edison building. This change was made on account of better facilities for advanced work.

The Franklin night school was transferred to the Burbank school building in August, 1915, and we now call the school "The Burbank Evening School." So much has been accomplished by this school for the entire city and for the local community especially, that I have thought it worthy of more than a passing notice. I

give in full, the report of the principal for the year ending June 30, 1916.

REPORT OF FRANKLIN-BURBANK EVENING SCHOOL

For the Year Ending May 23, 1916.

The school opened in the Franklin school building on August 31, 1915 and closed Tuesday, May 23, 1916. Including three legal holidays, the school was in session four evenings each week for forty weeks—a total of 160 evenings. There have been elementary and advanced classes in several branches. The subjects taught during the year are: Reading, Arithmetic, Spelling, Penmanship, Geography, Grammar, Physiology, History, Civics, Commercial English, Algebra, Latin, Spanish, Bookkeeping, Typewriting, Shorthand and Mechanical Drawing. The school sessions began at 7:30 o'clock each evening except Friday and closed at 9:30. The time was divided into four periods of thirty minutes each.

Seven teachers have been employed and there has been a total enrollment of 355 students during the year, 234 men and 121 women. The age of the students varied from 15 to 53 years. The educational preparation varied from absolute illiteracy to college graduation.

Thirty-two percent of the students were of foreign birth. These represented twenty nationalities this year, as follows: Italian, Greek, Spanish, French, Portuguese, Swiss, Belgian, Austrian, German, Russian, Swede, Norwegian, Finn, English, Irish, Armenian, Hindoo, Japanese, Mexican and Canadian. The predominating nationalities were Greek and Mexican, in the order named.

The course in Citizenship was completed by 12 men, who are now ready to take out their naturalization papers. The course in Spanish was introduced in response to a popular demand. There have been 35 students in this course, and the work has been very successful.

Four young men and four young women completed the grammar school course and were awarded diplomas. One young man and three young women received the "Certificate of Efficiency" in Shorthand and Typewriting.

"Certificates of Merit" were awarded to 25 students in recognition of their regular attendance and conscientious work during the year.

The social affairs of the school have been an interesting and valuable feature. Several evening programs and dances were given. A declamatory contest in which six young men participated was very successfully carried out. Medals were presented to the winners by Mayor S. C. Irving. Two plays were staged and given by the students during the year.

A "Chamber of Commerce" was organized and much valuable work in debating and general discussion was accomplished.

The "Kodak" club has been very popular. Several trips were taken by the club, to the Exposition, Golden Gate Park and elsewhere, and the pictures taken on those occasions were developed and printed at the school.

The Bureau of Education at Washington, D. C., is now sending each month, to the Superintendent of Schools, in every city which maintains a night school, the names of all candidates for first or second papers in his district. The Superintendent is asked to make an effort to bring these prospective citizens into the night school. This plan is comparatively new in Berkeley, but a few have already been reached by these means. As the system becomes better known there will doubtless be a greater number who will take advantage of this opportunity. During the four years of the school's existence more than 1,000 students have been enrolled, and there have been 47 graduates. It is safe to say that not one of these graduates would have had the opportunity to complete a course were it not for the opening of this school. Thirty-five percent of those enrolled the present year had completed the Eighth grade.

An effort should be made to bring into the night school more women of foreign birth, housekeepers and mothers of families. Too often, the children of foreign parents grow away from their mothers, as the latter do not learn the language and customs of this country. If these mothers could be induced to come to the regular classes, or to a special class in sewing once a week, this condition might in a small measure be remedied.

The Night School is without library or reference facilities. There should be a number of good reference books, and a number of sets of reference readers for the use of the evening school students.

The Board of Education and the Superintendent have been interested in this school and have granted all requests for additional

equipment when possible. With increased facilities, we expect that the school will grow better year by year.

Respectfully submitted,

D. L. HENNESSEY, Principal.

From the Franklin Evening Star of November 15, 1915, the following additional points are taken as illustrating more definitely some phases of the work.

There are a few students still in the school who will remember the confusion and disorder that greeted, on the opening night, the two teachers who had been assigned by Superintendent Bunker to begin the experiment of an evening school in West Berkeley. A small number of earnest people had come to enroll for business, but there was a much larger number of disorderly, noisy, young men who had come out of curiosity and to have what they considered a good time. These latter gave fictitious names on the enrollment cards; they scuffled and threw books and played harmonicas. Their replies to the instructor's questions were unmannerly to the last degree. To make matters worse, another disorderly crowd gathered on the outside of the building, threw pebbles at the window, shouted, "cat-called," and disturbed the peace in every way possible. In the midst of the session an over-ripe tomato, thrown through an open window, flattened itself against the wall, splattering everything in the vicinity.

The teachers in charge dismissed the "school" early. Then they sat down and looked at each other, blankly.

Neither of them had ever had an experience like this before. The school was an experiment. It was up to them to make it go, or abandon it. Their first evening had not been encouraging. Indeed conditions could not have been much worse.

The one hopeful feature in the situation was the fact that there had been, among the disorderly ones, a few mature, earnest men and women, who had been visibly annoyed at the misbehavior of the majority. These were the nucleus about which a school might be built, though surely the others who had been present needed sadly the discipline and training of a school system. If the group that had gathered that first night could be developed into a school, it would be worth while. The teachers resolved to keep on.

The next evening the teaching force of two was re-enforced by three others, borrowed temporarily from the day-school. The riot-

ers, gathering outside for another evening of hilarity, were greeted by a special policeman, pacing in front of the building. The disturbers quietly faded into the darkness and there were no tomatoes thrown that night.

The assistance of the additional teachers enabled the regular teachers to classify and organize the students. By the close of the week several classes were reciting regularly. Order and earnestness were gradually coming out of chaos. At the beginning of the second week the extra teachers and the guardian of the law were dispensed with. This was the first week in October, 1911.

In the winter and spring of 1915, the educational department of Stanford University sent a number of graduate students to investigate and report upon the school systems of various cities in Northern California.

The man who was assigned to Berkeley made a careful investigation of the complete system. When he gave his report at Stanford he had commendatory words to say of Berkeley's graded schools, Intermediate schools and High schools; but he stated as his unbiased opinion that the Franklin evening school was the most valuable and beneficial feature of the Berkeley school system.

We are not rash enough to think that his conclusion would be shared by all, but we feel that from rather discouraging beginnings the results are most encouraging.

The Burbank night school was organized into a High School and also an Elementary school in September, 1917. Nearly 400 pupils are enrolled this fall term, and the school continues to increase in numbers and efficiency as well. The number of foreign born students in regular attendance increases each term.

Flourishing classes in Millinery and Dressmaking are conducted by Mrs. Libbie Saunders. Young men as well as young women are taking the course in Practical Cooking taught by Mrs. Alma Phillips. Two or three men each month from the citizenship class in charge of Mr. D. L. Hennessey secure their naturalization papers. A social evening is held on the last Thursday of each month.

CHAPTER XXXII

SCHOOL GARDENS

School gardens have been maintained in Berkeley for several years past. Some schools have taken up the work more extensively than others, due to the fact that they have available ground. At the Hawthorne, Edison, Jefferson and Franklin schools the school premises furnish space, while at the Whittier, Washington, Emerson and Hillside schools vacant lots are utilized. At the Le Conte school, in addition to the gardens on the school premises, two vacant lots are used. In all cases the lots are given rent free.

The individual plot system is the one most generally used, although in some instances the long row, and community plot systems are also found. In some schools the beautification of the grounds has been undertaken with considerable success.

Most of the instruction has been given by the regular teachers of the schools. In some cases assistance has been given by students in the department of Agriculture of the University of California.

Tools and equipment have been provided to a limited extent by the department. The Mothers Clubs have given some assistance in this respect. As a rule these clubs have given their cordial co-operation to the movement.

The gardening work has been made the basis for a large part of the nature study, and has furnished a means of providing vital contact with the facts and forces of nature. It has served to teach children order, industry, respect for labor, and thrift, besides a love and sympathy for the wonderful and beautiful. Many of the schools have realized considerable money from the sale of garden products. The school gardens have stimulated interest in home gardens, which have provided much in the way of pleasant and profitable occupation for boys and girls outside of school hours.

The Berkeley Garden Association has assisted the garden work by furnishing seeds and bulbs at reduced rates for these youthful gardeners.

The needs of the movement are: (1) More space for garden work; (2) Supervision by some person well trained in the work; (3) More teachers who can teach gardening.

The School Garden at Edison.

With the end of the term, the school garden is completing the first year of its history, a year which has been full of hard work for the boys and girls who were the "pioneers" in helping to make the heavy adobe soil sufficiently friable for seed planting. To do this meant many days of digging and wheeling away loads of rock, broken glass, wire, etc., for some thoughtless person had once made the present garden site a scrap heap. But the spirit of the "pioneer" was undaunted. The soil was made ready and many members of the first class are now gardening during the eighth period every day, from three-fifteen until four-fifteen.

The garden is divided into two parts each fifty by one hundred feet. One part is planted in flowers, the other in vegetables. The vegetables harvested and marketed during the year have been radishes, lettuce, carrots, cabbage, beets, turnips, chard, onions, peas and potatoes. The flowers included the narcissus, daffodil, tulips, primrose, marigold, pansy, scabiosa, stock, mignonette, alyssum and other border plants.

Both vegetable and flower gardens are divided into small plots. Each member of the class has a plot or two under his or her care. In this plot, the gardener has raised his crop of flowers and vegetables and tried to find a market for the same. This effort has done something toward building up a fund which is so necessary if the garden work is to continue successfully.

To the parents, teachers and friends who have made the market possible, the gardeners are very thankful and hope to produce a better and more abundant supply in another year.

Another source of substantial help to the school garden has been the donation of good seed and plants. The Department of Agriculture of the United States has been very generous in its donation of both flower and vegetable seeds. The Berkeley Chamber of Commerce, likewise, gave flower and vegetable seeds. Many friends have given plants from their gardens. Professor Kern of the University of California has given not only many plants but also his time in lecturing to the class on the subject of school gardening.

CHAPTER XXXIII

MISCELLANEOUS

On June 7, 1907, the Superintendent made the following recommendation:

"I recommend that the Board employ a Department Carpenter and Building Inspector, whose duty it shall be to attend to all of the details of repairs to the school property during the coming year. I am very sure that the Board will save more than his salary by doing this, and at the same time the Superintendent will be relieved from the necessity of leaving the work which properly belongs to a Superintendent, in efforts to find a carpenter, a tinker, a plumber or some other person to attend to calls that demand immediate attention."

In accordance with this request and explanation made by the Superintendent the Board at once formally elected Mr. A. H. Broad, although he had in reality performed the work devolving upon such a position, for years. During the years in which he served in this capacity by his watchfulness and thorough knowledge of the situation he saved many thousands of dollars for the schools.

For the work of recent years the Jefferson, the Oxford and the Hawthorne schools bear witness to the truthfulness of this statement while most of the additions and changes in the building during the last 25 years have been done under his direction and according to his plans.

As architect, he drew the original plans and wrote the specifications for the Whittier, the Columbus, the Le Conte and the 7th Street buildings. When Mr. Broad gave up the position, the Board seems to have been equally fortunate in the selection of Mr. E. P. Pratt to fill his place. A practical builder can do more with a limited sum of money than any theoretical architect, whose knowledge of school needs is limited.

THE EARTHQUAKE—(April 18, 1906).

After the earthquake a large number of pupils from San Francisco applied for admission to the schools of Oakland, Alameda and Berkeley and accommodations must be provided for these. Our own High School building was entirely "out of commission" for several months and provision had to be made at once for all of the classes except the classes in the two room building that had been moved from the Le Conte school lot, some time before.

None of the schools could be re-opened until after the chimneys were examined. Nearly all of the buildings were damaged more or less but the High School building received the most severe "jolt" of any. After a recess of one week, all of the schools with the exception of the High School were in complete running order. The High School was re-opened in temporary quarters in two weeks.

To provide the rooms necessary for this school, the Commercial School was moved to Wilken's Hall on Haste Street. The Commercial School building, the Allston Way building, the superintendent's old office, the Sunday School rooms of Trinity M. E. church, Ellsworth Street and Allston Way, and the Sunday School rooms of the Baptist church at the foot of Fulton Street were available. In addition to these the Board leased the old Trinity M. E. church building, corner of Allston Way and Fulton Street, for five months from August 1, 1906 to January 1, 1907.

Partitions were erected dividing the Sunday School room on the first floor into four class rooms while the main audience room on the second floor was used as a study room and an Assembly Hall. We had 10 class rooms in this one building.

The old building, one of the land marks of Berkeley, has recently been removed.

THE SCHOOL CENSUS.

Under the old law the actual enumeration of all children between the ages of 5 and 17 years was made in May of each year by a Census Marshal and his deputies appointed by the Board. At this time the work of Census Marshal was a very important one and required accuracy and thoroughness in every detail, as the State school money was apportioned upon the basis of the school census, giving a certain amount for every 70 census children or fraction of 70, over 20. As the present law provides for the

apportionment based upon the "average attendance" there is no school census. The census was taken for the last time in 1911.

The following table shows by successive years the increase in the number of census children in Berkeley from 1879 to 1907:

1879.....	515	1894.....	2209
1880.....	519	1895.....	2501
1881.....	630	1896.....	2724
1882.....	613	1897.....	2822
1883.....	708	1898.....	2830
1884.....	871	1899.....	2955
1885.....	879	1900.....	3193
1886.....	884	1901.....	3377
1887.....	1001	1902.....	3717
1888.....	1026	1903.....	3910
1889.....	1162	1904.....	4454
1890.....	1324	1905.....	4840
1891.....	1457	1906.....	5331
1892.....	1971	1907.....	6493
1893.....	2186		

This indicates fairly the gradual increase in the population of the city for nearly 30 years.

COLUMBUS DAY CELEBRATION.

In October 1892, the school department celebrated the 400th anniversary of the discovery of America by Columbus. The children from all parts of the town, led by their teachers proceeded to the old "Cinder Track" on the University Campus. A platform had been erected here and seats had been provided for the children. An appropriate program was given in which the children participated.

PRESIDENTIAL VISITS TO BERKELEY.

President Harrison made a flying trip through Berkeley while touring on the Pacific coast. He came from West Berkeley up University Avenue and through the Campus and out of the U. C. grounds to Telegraph Avenue and thence to Oakland. The children formed near the old Bacon Library building but that was all that it amounted to as no halt of the Presidential party was made.

The same course was taken in Oakland and the children as well as the grown people were much disappointed. Popular indigna-

tion was exceedingly marked. At the next Presidential election when Harrison was a candidate for re-election against Cleveland, many voters remembered the visit of the President a year or two before and gave him the "double cross."

When President Roosevelt came to Berkeley for the first time he received a royal welcome at the hands of the entire community but especially the children. The sidewalks on both sides of Center Street were filled to the curb with children having festoons of flowers and evergreens. Mr. Charles Keeler, our Berkeley poet, superintended this part of the work. A large platform was erected at the corner of Center and Oxford Streets and provided with seats for the smaller children. Mr. Roosevelt responded so heartily, that every one who remembered President Harrison's visit did not fail to mark the contrast. This was emphatically the children's day.

President Taft was received by the entire school department on California field. The children, under the leadership of Miss Hartley, sang the usual patriotic songs and the day was one "long to be remembered" by young and old in Berkeley.

President McKinley's visit to the East Bay cities was marked by great enthusiasm—the entire population apparently joining in the welcome. The children of Oakland, Alameda, Berkeley and the adjoining parts of the county were assigned to positions on the sidewalks of the streets through which the procession was to pass. In Berkeley a platform for the little children was erected on the Kellogg school lot west of the building and on the street.

MEETING OF THE C. T. A. IN 1905.

In 1904, the C. T. A. held its annual meeting in Los Angeles, and the invitation of Berkeley school people resulted in the holding of the meeting for 1905 in Berkeley. The University authorities gave the use of all the rooms necessary for the general and special sessions. Many of the counties held their Institute in Berkeley at the same time. In 1905, there was hardly a decent hotel in the city and the restaurant service was "hostile". This was the largest meeting of the association up to this time and the most successful one in every respect except in the means provided for feeding the large numbers in attendance. However, the street car service to Oakland on various lines enabled every one to attend

without any very serious inconvenience. A committee of citizens who served at the request of the Superintendent managed the financial part of the affair.

An unusual meeting of the Alameda County Institute was held, one day in Oakland, one in Alameda, and one in Berkeley. We found some difficulty in securing rooms for the general assembly and for the section work, but Mrs. Phoebe A. Hearst hearing of our dilemma with her usual generosity kindly offered us the use of the entire building known as Hearst Hall—and not only this but we were entertained with music and were also served with refreshments. It was a most enjoyable day.

PRACTICE TEACHERS.

There was a request annually for years from the Department of Education of the University that seniors in the Educational department be allowed to assist in the Grade work in the schools.

While this plan was of great assistance in some cases, it met with very serious opposition from many of the patrons of the schools who objected to paying good salaries to experienced teachers and then having the work turned over to young girls without experience in order to give them the practice required by law to enable them to obtain proper certificates for teaching. The whole scheme was a bad one. The condition has been remedied by the opening of the "University High School" in Oakland.

UNGRADED CLASSES.

Ungraded classes were organized in several of the larger schools and were maintained for several years. These classes enabled unusually bright children to advance more rapidly than they could in their regular grades. The chief benefit comes to the sub-normal youngster who needs more individual attention than could be given in the regular class work. The additional expenses of the department for several years after the earthquake compelled the Board to retrench, and the ungraded classes were discontinued in order to enable the Board to meet the extra expenses of administration and supervision and other necessary expenses. In every large school there should be some such provision as the ungraded class affords.

THE KINDERGARTENS.

In 1905 or 1906 two kindergartens were established—one in

North Berkeley and the other in South Berkeley. These were supported by the patrons. The Board was urged repeatedly to establish one or two as experiments, but it seemed so manifestly unfair to establish these at public expense while only the few received the benefit, that much opposition to the plan manifested itself. The following from the Superintendent's report, July, 1907, covers the case as it stood at that time:

"The question of establishing free kindergartens as a part of the public school system is one that presented itself, and one which demands careful consideration. There is the educational side as well as the financial side to be considered. It must be understood that if kindergartens are established, the expense of running them must be met entirely from the town fund. The Superintendent doubts the expediency of establishing any experimental kindergarten in any one section of the town, to the exclusion of any other section. It would doubtless be more satisfactory to the people who are urging this matter, to have the kindergartens established in all parts of the town at the same time. In order that these classes may be successfully conducted, they must be established in the same building and under the same control as the other classes. In Sacramento, Los Angeles, Santa Barbara and other towns where kindergartens are successful, they are conducted in this way. I recommend that the Board carefully consider this whole question before taking any decisive steps."

By recent legislation the school authorities must establish public kindergartens in schools where there are 25 children of kindergarten age, whose parents ask for such establishment. By the same legislation provision is made for financial support.

The Seventh Street building furnishes an excellent kindergarten for the Franklin and the Columbus Schools. There is a well organized kindergarten at the 12 other elementary schools. In the John Muir School there is a Montessori section for children.

CHAPTER XXXIV

OUR FLAG

I received recently the following from one who has served his country long and faithfully—one who is so well known to the Berkeley people, Major J. T. Morrison, U. S. A. (retired):

“Mr. S. D. Waterman,

“Dear Sir: I noticed in a recent issue of the Berkeley ‘Daily Gazette’ that you are preparing a history of the Berkeley schools and I beg to suggest that, just at this time, it might be interesting to mention that the first complete system of School Flags on the Pacific Coast (if not in the United States), was established in Berkeley, Cal. If the subject interests you, particulars can be furnished.”

I immediately replied, asking for particulars, and at once received the following, to me, very interesting reply:

“Dear Sir:

Replying to your note, I can only say that I am “long” on facts and “short” on dates. The facts in this case are as follows:

Somewhere about 1889 or 1890 a member of the Board of Town Trustees of the Town of Berkeley conceived the idea of a complete system of school flags to serve as an impressive object lesson in patriotism for the growing generation and the generations to follow. Permission to put the plan into execution was obtained from the Board. A few individual subscriptions were received at once and the opportunity was offered to the school children to contribute their bit, to which they cheerfully responded.

The flags were ordered from Detroit, Mich., and when received were installed as follows: One Post Flag for each school house on staffs contributed by mills and mechanics, and one recruiting or storm flag suspended over the teacher’s desk in each class room. Teachers and janitors were instructed to see that the outside flags were always floated during school hours and on National and State holidays and on all other appropriate occasions. When all was done quietly and without public demonstration a

small balance was turned over to the town treasurer to form the basis of a fund for the maintenance of the system. This, I believe on good authority, to be the first complete system of school flags established on the Pacific Coast and possibly the first in the United States. These are the 'facts.' I think the matter became of record in the proceedings of the Town Board."

Yours respectfully,

MAJ. J. T. MORRISON, U. S. A.

As Major Morrison is "short" on dates, I referred to the records of the Town Board with the following result: The resolution was introduced by Major Morrison, himself, who was a member of the Board of Town Trustees at the time. I ascertained this, not from the records, but from one who is perfectly familiar with all of the earlier details. The year I could not fix, but think it must have been 1891 or 1892, for the flagstaff on the Kellogg School building was put there on February 21st, 1892, by our friend and fellow citizen, Mr. Robert Gregg. Either the flag was too large or the flagstaff was too short. At any rate, a change was made at once.

CHAPTER XXXV

THE CARNEGIE LIBRARY

Since the public library has become such an important factor in educational work, I have thought it advisable to write a short account of the early days of our library, and at the same time to give to all interested a clear account of what the library is now doing to assist in the work and to advance the educational interests of the city. The following condensed account, taken from the Berkeley "Daily Gazette" of January 27th, 1905, covers the work up to that year:

The upper floor of the new Carnegie library building on Shattuck Avenue was hardly spacious enough to hold the immense number of citizens who gathered there last night to attend the exercises of the opening. Eight hundred books were given in admission and there were many who entered without a volume.

Dr. J. Edson Kelsey spoke on "The Beginning" as follows:

In 1892 my brother and I owned a drug store on Shattuck Avenue near Addison Street. At that time there were several students who were making their way through the University by reporting for the San Francisco newspapers. Among the young men who made our store their headquarters was William H. Waste, our Assemblyman. In the fall of that year there was a great sensation when it became known that a number of boys were frequenting a billiard parlor where gambling and drinking were indulged in. As one of the boys who worked for me frequented the place, I became much interested. A letter was written to the Berkeley "Advocate" stating the facts in the case and suggesting the advisability of fitting up a room with books and games, where the boys could have the proper influence about them when away from home. Mrs. Marquand, who was then the editor of the "Advocate," became interested and kept the subject before the people by frequent notices.

We interviewed some of the leading citizens and found many who favored the idea. At a mass meeting held in Shattuck Hall,

D. L. Bishop was elected temporary chairman and H. Sangster secretary. A permanent organization was formed, with Waste, president, Sangster, secretary, and Kelsey, treasurer.

We rented a store in a convenient location on Shattuck Avenue and had it fitted up into two rooms. All helped in getting ready to open—some by gifts of money; some by books and magazines; others by labor, and John Boyd, by giving the use of his horse and wagon for a number of days to bring in the donations. The front room was the library with linoleum on the floor, long tables for magazines, comfortable high-backed chairs, and a desk and table for the librarian. There were also a few book cases, but a sufficient number were soon provided. The rear room, separated from the front room by swinging doors had a Brussels carpet, chairs, a piano, tables, etc.—and was provided with many sorts of games. Both rooms were lighted by oil lanterns.

Miss Lucy W. Luhn was our first librarian. Mr. J. D. Layman, one of the first contributors, gave a full set of the works of Oliver Wendell Holmes, in consideration of which we were to name the library the Holmes Public Library. Mr. Layman was at this time one of the assistant librarians at the University. He spoke of "The Struggle" as follows:

The Board of Directors elected on the evening of December 3rd, 1892, when the Holmes Library Association was organized was as follows:

W. H. Waste, president; J. H. Sangster, secretary; Dr. J. E. Kelsey, treasurer; D. L. Bishop, P. R. Boone, J. I. Logan, E. B. Payne, F. K. Shattuck, S. D. Waterman, E. T. Whittemore, C. W. Woodworth, J. D. Layman.

A gift of 250 volumes from the Young Women's Christian Union was received and three people were hired to make a systematic canvass of the entire town. By the 11th of January the sum of \$920 was pledged toward the expenses for 1893. Miss Lucy Wheeler was elected librarian at a salary of \$50 a month, and she was to pay the janitor out of her salary. Then came the opening night on February 10th, 1893, when nearly 300 people were visitors. Thus the movement was gotten under way without a struggle. Ah, yes, but the struggle came later in 1894 when the money of 1893 was all gone and many of our kind friends did not feel like renewing their subscriptions; when expenses continued and the treasury was chronically empty,—then it was that the

struggle came. Many hours were spent and many homes were visited. In my diary I find notes like this: On October 28th, 1894: 'Poor Moore. I have not quite forgotten his delayed salary.' This was after the treasurer's office had descended twice and had fallen upon me.

We even attempted to raise money by an entertainment under the direction of Prof. Tonielli. When it was all over he claimed that I owed him \$6. I paid it, but he never even paid his hall rent, as I afterward learned from Mr. Shattuck. Of course, the library got nothing. We used various advertising schemes. One year it was a calendar. But the printer got them ready two weeks too late. I buried them in my garden. In the cold winter weather we used an oil stove to heat the room, which we called the Fireside. It got overlooked one evening and smoked so much that we had to retint the room.

But rather than recount more mishaps, I would here publicly thank the many hundred people who in 1893, 1894, and 1895, so graciously contributed the many, many mites which held the library together and kept it useful until its better day dawned, when it was accepted by the town and became our municipal pride.

A letter from Sacramento, from our Assemblyman, Hon. W. H. Waste, regretting his inability to be in attendance, was read. Mr. Waste had been assigned the subject "From '92 to '95" and we all regretted that he could not leave his duties in the Assembly so near the close of the session.

Professor Leon J. Richardson of the University of California, a member of the Library Board, delivered a very interesting address on the "Choice of Books." He first spoke on the problem of what books should be selected and what books rejected by the book committee. He also treated the choice of books from the standpoint of the individual reader and in regard to the best books.

President Waterman in behalf of the Library Board spoke as follows on the "Carnegie Library:"

The program this evening is merely an incident—the real purpose of this gathering is to give the citizens of Berkeley an opportunity to inspect the building and to see for themselves what the Board of Library Trustees have been doing with the money so generously provided by Mr. Carnegie. This building has no apology to make for its existence and the members of the Board have no apology to make for it. It speaks for itself, but

it is well that a few words should be spoken by a representative of the Board, as to the 'Carnegie Library,' in order that the people, whose servants they have been and are, may be informed as to some of the details connected with the work. The members of the Board have been a unit in doing whatever has been done and the accomplishing of whatever has been accomplished has resulted from this unity of action. The thought uppermost in the minds of the members has been, 'How shall we best expend the money at our disposal? How shall we best serve the interests of the people whose servants we are?' We must acknowledge our indebtedness to those who have made this work of ours possible. In the first place our thanks are due to Mrs. Shattuck for the gift of this fine lot, 103 by 150 feet; then to the Town Trustees who so promptly guaranteed the maintenance of the library. Then to Hon. Andrew Carnegie for his gift of \$40,000, which has made the erection of this building a reality, not merely a possibility; then to the architect, Mr. John Galen Howard, for to his watchfulness and care, to his attention to every detail, to his earnest co-operation in everything pertaining to the building and its furnishings, to his close oversight of the work itself, joined with the honesty and integrity of the contractor, Mr. Robert Gregg, the excellence of this structure is due.

To William Keith, for his beautiful painting.

To Midd Newhall, for a like gift.

To A. H. Broad, L. M. Hale and Mrs. Fairbanks, for paintings.

To O. V. Lange, for the fine photograph of Tamalpais.

To Mrs. Orr, for the "Sistine Madonna."

To Amos Huggins, for a gift of \$40.

To the W. C. T. U., for a fine likeness of Frances E. Willard.

To the ladies who have assisted in furnishing the children's room.

To the children, for their gift of 1000 volumes, and for the beautiful clock as a part of the furniture of the children's room.

To the Junior Cadets, for a beautiful silk flag, and to every one else who has assisted by gifts of money, books, pictures, time or in any other way, the thanks of the Board are extended, and through them, the thanks of the people. We want you to feel that this building is a strictly honest building from foundation to roof.

May the library, as it increases in the number of books and in

their circulation, increase also in its influence for good in the community, and may it be the means of great benefit to the youth and children of Berkeley."

The Holmes Public Library, as has been shown, was organized in 1893, and was supported without any direct expense to the town.

Entertainments and programs of different kinds were given in Shattuck Hall, the price of admission being one or more books suited to the needs of the library. We called these entertainments "Book Socials." At one of these a representative pupil from each school in town talked about the library and what it represents to the "grown ups" as well as to the children.

At another of these "Book Socials" several hundred volumes of excellent character were given at the door, one party bringing a full reference encyclopedia of over twenty volumes.

Representatives from all the churches and other prominent citizens were invited to give five-minute talks at one of these gatherings and this was a very effective way of bringing the situation before the people.

In December, 1895, the Holmes Public Library turned over to the town of Berkeley all of its property, books, magazines, furniture, fixtures, etc., and ceased to exist, and the Berkeley Free Public Library took its place, the Town Trustees providing for its maintenance. At first the Library Trustees were elected, but a change was made by a new charter, I think, and the members since that time have been appointed by the Mayor or Board of Trustees.

The upper story of the building on the northwest corner of Allston Way and Shattuck Avenue was fitted up and was occupied as a library and reading room until the completion of the Carnegie Library building, which was opened to the public in February, 1905.

It is impossible to estimate the amount of good that has resulted from the establishing of this library. The great present misfortune is that the "powers that be," who furnish the shekels for the current expenses of the library, do not fully appreciate what an immense power for the young is centered here.

Additional rooms at the central building and three or four branches in the parts of the city especially needing the same, with a liberal apportionment for books and equipment, would do won-

ders for the advancement of the educational interests of the town. The library is at present working zealously in conjunction with the teachers to assist the schools in every possible way. The following, condensed from the report of the librarian, will give an idea of the importance of this work:

"There are two main problems confronting the library at this time. One is, how may the library hope to satisfy the rapidly increasing demands for service made on it with a very slowly increasing revenue? During the past four years the circulation of books has increased four times as rapidly as the income from the taxes."

"The urgent and immediate need for a greatly enlarged central building is the second problem pressing for solution."

The overcrowded condition of the main building and the generally unsatisfactory condition of the branch libraries should be sufficient to secure speedy and permanent relief. Permanent branch library buildings are needed in West Berkeley, Claremont and the combined South Berkeley and Ashby district.

"In September, 1915, systematic work with the schools was undertaken by the library and a special collection of 'School Duplicates' for home and school reading was purchased. Owing to the limited resources of the school duplicate collection, it was found necessary to limit the school libraries to twenty volumes each. Eighty-six teachers in 14 schools availed themselves of this collection during the first year and the total circulation recorded for the year was 17,468 volumes.

Some teachers came to the library and selected their books personally; others sent in lists of books desired. The development of this work with the schools has been the most important single piece of new work undertaken during the year.

The following circular leaflet has been issued by the library:

"The work of the school department for the school year progressed encouragingly in spite of our still limited supply of books. During the opening week of school in August, folders telling of the resources and aims of the school department of the library were mailed to all of the teachers of the elementary grades excepting those of the first grade. The response was immediate and after a few follow-up letters had been sent later the school department shelves were practically cleared, and several hundred volumes had been drawn from the children's room. In all class

room libraries were sent to 119 teachers in the eighteen elementary schools as against the 86 teachers in fourteen schools served the previous year, and the total circulation of the 3679 volumes thus sent out during the year was 24,468—an increase of 7000 over the circulation of last year.

“The teachers have been very free in expressing their appreciation of the service extended to them, as they find it a great help in their work as well as an advantage to the children.

“Many concrete examples could be cited, from that of the teacher who came in to say that she felt that her success with her second and third grade pupils was due in a large part to the books that she had had from the public library, to the small boy who read all of the books in his class room library and told the teacher that he had put three of them on his Christmas list, and later reported with great pride that he had received two of them. This latter case may seem a small thing, but to those of us who know that we must measure our results by small things, it is one of the bright spots of the year’s work, for not only must the love of reading be inculcated in the child, but also the desire to own the books he likes.

“Thus far we have not supplied books for the first grade, though we have had many calls for them. To supply these would mean a collection of the best (and consequently, expensive) picture books. Such a collection could be used with great advantage, especially in the West Berkeley schools. Nor have we been able to furnish all of the more advanced histories that are needed for the intermediate schools. While these books are in the adult department, the demand for them there is such that they cannot be spared for the long periods for which they are needed at the schools.

“As soon as the school department collection will permit, the number of books in each class room collection should be increased from twenty to forty volumes, that being the number generally desired by the teachers.”

CHAPTER XXXVI

NAMES OF TEACHERS WHO HAVE TAUGHT IN THE
BERKELEY SCHOOLS FOR ONE YEAR OR MORE.

Ottilia Abendroth
 Hilda Abraham
 Blanche Albee
 W. H. Alexander
 Portia Ackerman
 Alma Albin
 Kara Allen
 Mary Allen
 C. G. Ames
 Georgia Ames
 Mary Ames
 (Mrs. Van Dyke)
 W. W. Anderson—1881-1884
 Lily Andrews
 A. Gertrude Anthony
 Marcia Ardley
 Mrs. N. J. Ashton
 A. W. Atherton
 Florence Atkinson
 Lydia Atterbury
 Margaret Augusta
 (Mrs. Frank Todd)
 C. L. Austin
 Ida S. Bading
 Edith Bailey
 Ella M. Bailey
 Marion S. Baker
 (Mrs. Beedles)
 Evalyn Banker
 Mrs. Carrie Parker
 Alma Barnett
 Grace Barnett
 E. W. Barnhart
 Flora M. Barron
 B. Jeannette Barrows
 Florence Bartling
 1883-4, and 1895-1901
 G. C. Barton
 Mary Deal

Ruth Beardsley
 (Mrs. Biddell)
 Margaret Beatty
 Myrtie A. Beck
 (Mrs. Thornton)
 Alice Beebe
 (Mrs. Sharpe)
 Nina Beebe
 Alfreda Berg
 Emily Bergen
 C. L. Biedenbach
 Leda C. Biehl
 Winnifred Bigley
 Ada Bistorious
 Helen Blacker
 Anna Bley
 Joseph L. Blumb
 Paul Boehncke
 C. P. Bowles
 Wilhelmine F. Bolsted
 Nellie M. Borton
 Nelle J. Boston
 Lillian M. Bowland
 Beth Bozarth
 Bertha Bradley
 Mary Bradley
 Ella Bradley
 Mary L. Brehm
 Lillie B. Bridgeman
 Minnie Brennan
 Gilbert W. Brink
 Rachel Brockman
 Thirmuthis Brookman
 Laura Brotherton
 Violet Brown
 Charles O. Bruce
 Nellie B. Bryant
 Jennie Bryson
 Nellie Bunker

Irene Bullen	Claire Converse
(Mrs. Frazier)	William J. Cooper
Frank F. Bunker	Hazel Cope
(City. Supt. 1908-1912)	Eva Cornwall
Henrietta Burroughs	Jennie Cartwright
Selina Burston	Amy Cotrel
Florence J. Buttle	Ida M. Crowley
Olive Buford	Gulielma R. Crocker
Inice Button	Cecilia C. Cronise
(Mrs. Clarke)	Katherine Crosby
C. W. Calhoun	J. E. Cuddeback
Mary E. Cameron	Edith F. Culin
Eva V. Carlin	Helena W. Curtis
Agnes Carpenter	Mrs. N. E. Curtis—1882-1887
Frances Carter	Mary Daniels
Lillian G. Chace	Mrs. S. P. Daniels
Bertha Chamberlain	Adella Darden
Paul G. Chapman	Cassie Davidson
June Chappell	F. H. Davidson
Edith Cheney	Edna B. Davis
Martha Chevret	Ellie M. Davis—1881-1883
Edith Chipchase	Mary Louise Davis
Madeline Christy	Mrs. Margaret L. Davis
Emma L. Clark	Grace Dawson
Mrs. E. A. Clark—1881-1883	Lisbeth Day
Miss L. A. Clark	M. Elma Dean
Stella Clark	W. H. DeBell
(Mrs. Clayton)	Elizabeth De Lancie
W. B. Clark	Ella H. De Wolf—1879-1882
Edith Clarken	Donna De Luce
Margaret Clausen	Monroe E. Deutsch
Sarah Cleary	Mark De Witt
Mary B. Clayes	Henry B. Dewing
Blanche Clements	Rosa Diehl
March Clements	Edith M. Dietz
Belle Clisbie	Belva Dix
Maude E. Clark—1887-1890	Lucy Donohue
Bessie Cloudman	Rebecca Donohue
Albert Cobert	C. S. Downes
Lida Coddington	Rosemary Dobbins
Hilda Coeke	John S. Drew
Florence Coleman	Albertine DuBois
Margarethe Colmore	Ava Earle
Carol Coman	Annie C. Edmonds—1886-1912
Mary Concannon	H. W. Edwards
M. J. Congdon	Dora Ellerhorst
Florence Conger	Etta Ellerhorst
W. J. Connell	E. B. Ellis
Norine Connolley	Mrs. Clara T. Elliot

J. Arthur Elston
 T. Sidney Elston
 Ethel Engebretsen
 Hazel Engebretsen
 C. S. Evans
 Paul Evans
 Alice Eyeleth
 Mabel Fairchild
 Lily Falek
 (Mrs. Andrews)
 Julia Farney
 Grace Farwell
 Nina Farwell
 Edna Finley
 Mabel Fisher
 Natta Fisher
 Edith Flagg
 Hazel Fordemwalt
 Margaret E. Foreman
 Rebecca Fox
 Sarah Fox
 Laura Frank
 Annie Mills Fraser
 Calla C. Frazier
 Walter Frederickson
 Sarah T. French—1878-1905
 Ruth Fisher
 A. L. Fuller
 William D. Fuller
 Mary T. Gallagher
 Ernestine Gardner
 Adella Gay
 May Gearhart
 P. Adele Gilbert
 Augusta Gillespie
 Thomas Glass
 H. H. Glessner
 Jessie Gobel
 C. F. Gompertz
 Helen Gompertz
 Leander Good
 A. Graham—1886-1888
 Anna Graser
 A. A. Gray
 Mrs. M. C. Gregory
 Gladys Grinstead
 Harriet M. Grover
 Katherine Cruell
 Will A. Hackley

Frank L. Hain
 Ella F. W. Haley
 Mabel Hall
 Susan M. Hall
 A. J. Hamilton
 Helen Hamlin
 Lillian Hamlin
 (Mrs. Weir)
 Frances Hanley
 Ruth Hannas
 Marion A. Hanscom
 (Mrs. Birrill)
 Mabel Hansen
 Olive B. Harper
 Mrs. Grace Haring
 A. C. Harris—1889
 Edna B. Harris
 Victorine Hartley
 Flora Hartwell
 Charlotte M. Hayford
 Effie Hawkins
 Opal Hays
 Matilda Hein
 Benn M. Helphenstine
 Kathryn Heintz
 Cassie Henderson
 Eva Henderson
 Gertrude Henderson
 Charlotte Henley
 Grace Henley
 D. L. Hennessey
 Karl Henrich
 Zella Henrich
 Marietta Higgins
 Adrianna E. Hill
 Grace Hillyard
 E. B. Hoag
 Ruth W. Hobson
 Eunice Hodson
 F. W. Hoffman
 Jomella Hoffman
 Clara Hoffmire
 Louise Holling
 Sadie Honn
 Annie J. Hopkins
 G. H. Horton
 Nellie Horton
 Louise Howard
 Mrs. E. J. Hubbard

May Huddart	Grace Kretsinger
Harriet Huggins	Fritz Konrad Kreuger
Samuel Hughes	Helen Lacy
W. B. Hughson	Jeanette Langdon
Ruth Hugy	Lucille LaGrange
Florence Hurd	Delphine C. Larson
Gertrude Hussey	Bertha Lawford
Mrs. C. E. Hutton	Winnifred Lawton
J. C. Hunt	Edith M. Lee
Cora Irvine	Elisabeth Lehr
Sue Irwin	E. B. Lamare
Louise A. Jacobs	R. J. Leonard
Manuel Jacobs	Lulu Levassier
E. O. James	Blanche Lewis
M. C. James	Annie Logan
City Superintendent 1912	Mrs. H. E. Longenecker
Antonia Johnson	H. E. Longenecker
Susie Johnson	Josephine Longmire
George J. Johnstone	Rachel Lothrop
Alice Jones	Maude Lovejoy
Ethel Jones	(Mrs. Penfield)
Eleanor H. Jones	Clifford E. Lowell
Franklyn Jones	Georgella Lowrey
Ada G. Jordan	Juliet H. Lumbard
Ida Juillerat	Eleanor MacKenzie
Emma C. Juth	Marion Madsen
Mamie Kastens	Ethel Main
Alice Keefer—1882-1918	Florence Malone
Ruth Kellogg	Helen Mangels
Elizabeth Kelsey	Laura Marshall
Genevieve Kelton	Helen Martin
Mrs. G. S. Kemble	Matilde Martin
Marian A. Kendall	Margaret Matthew
Cora W. Kennedy	Mary G. Maxwell
Harold C. Keran	Bessie Mayne
P. M. Kerr	Minnie Mayne
Luella Kibbe	Nettie Meek
Louise Kidder	Minnie Metz
Zinie Kidder	Sophie Meyer
Geo. D. Kierulff	Clinton Miller
Marian Kinell	Jennie Miller
Mabel L. King	Ida C. Miller
Winnifred King	Irene Miller
Mabel Kingsland	Lizzie Miller
Caroline Koford	Martha Miller
(Mrs. Kirschner)	(Mrs. Scales)
Ottilia Klein	Jessie Mitchell
Oleta Kohlmoos	G. W. Monroe
Mildred Kreischer	G. B. Moody

Isabel Moore
 Sarah Morgan
 Amy Morrish
 Blanche Morse
 Ruby Morse
 E. H. Mosher
 Edith Mossman
 Amy Mott
 Eugenia Mouser
 Loretta Munro
 Mary McCall
 Mary McCleave
 Susie McClure
 Ethel McCormick
 A. Beatrice Macdonald
 Elizabeth McGuire
 Nettie McKay
 (Mrs. Jean M. Skimmings)
 W. G. McKean
 Mary E. MacDougald
 Jane W. McKeand
 Mabel McKee
 Agnes McLean
 Fannie W. McLean
 Irene McLeod
 Katherine MacMillan
 H. A. Nelson
 Marie Neuberger
 Katherine Nevius
 Amelia Newmark
 Nellie Newton
 Elmer E. Nichols
 W. W. Nichols
 Mrs. N. M. Norman
 Nella Noyes
 Annie McLeod
 Anna O'Bannon
 Mary O'Bannon
 Lida O'Bannon
 Mary J. O'Connor
 Marion O'Neal
 Katherine O'Toole
 Eleanor Orgren
 S. L. Osborne
 Agnes Paden
 Mabel Palmer
 Miss A. L. Parker
 Harriet Parker
 Clelia Paroni

Clara M. Partridge
 Alma Patterson
 J. A. Pearce
 C. W. Peck
 Elizabeth Peck
 F. E. Perham,
 City Supt. 1887-'88
 B. A. Perkins
 Emma S. Peterson
 (Mrs. Wilkes)
 I. A. Pfaffenberger
 Alma Phillips
 Hallie B. Porter
 Mrs. C. G. Potwin
 Edna Potwin
 Bertha C. Prentice
 James T. Preston
 Elizabeth Prindle
 Alice Maud Pryor
 Ada H. Ramsdell
 Mary E. Rawdon
 J. W. Raymer
 Alice L. Raymond
 Annie Raymond
 Laura Rector
 Eva Reeve
 Eleanor Reeves
 Carrie L. Remington
 (Mrs. Watson)
 Kate Renwick
 Lelah Reynolds
 Margaret Rhodes
 Violet Richardson
 Carmel Riley
 Lucile Rives
 Minnie Roane
 Hazel Roberts
 Myrtle Roberts
 M. Edna Robinson
 Lucy M. Robinson
 W. Rode
 Lenore Roedding
 Louise Roesch
 Alice M. Rogers
 Harriet D. Rogers
 O. E. Rogers
 Josephine Roller
 R. C. Root
 Grace M. Rowell

Lillias M. Rowlands	Mary E. Sterne
Nellie Runyon	Edith C. Stewart
Lora G. Rush	Louise Stokes
Clyda Russell	Eva M. Stone
E. K. Safford	Marion Stone
Mary A. Sampson	Nell Stone
Lucy E. Sanchez	Ethel Story
Louise Santos	Harriet M. Stout
Mrs. E. J. Seabury	F. L. Stuart
Eva E. Scribner	Margaret Summers
Nelson L. Scribner	Mrs. L. V. Sweesy
Marian E. Seaver	Luie E. Taft
W. L. Seawright	Lillian Talbert
Ella M. Shaw	C. E. Taylor
Geneva L. Shaw	Hester P. Tefft
Lyra J. Shaw	Lucy Thomas
Loretta J. Shaw	Herbert L. Thumm
A. N. Sheldon	Violet Tompkins
H. F. Sheldon	Mabel Toner
Mattie C. Sheldon	Emily V. Truman
Alice Sherfey	Alice Tucker
Emily Sherman	F. B. Tucker
Marguerete Shoecraft	Hilda Turner
Mrs. Mary H. Sims	Zella Van Ornam
Josephine Skeehan	Henry Veghte—1884-1890
Annabel Skinner	Bertha Vervalin
Mona Skinner	Veda Vervalin
Louise Sloane	May C. Wade
Eleanor M. Smith	Mrs. C. O. Waldorf
L. R. Smith	(May C. Waldorf)
Marion C. Smith	Mary Walton
Nelson C. Smith	Rosa Wrampfler
Susie Smith	J. W. Warnick
Edith Sprague	Roy E. Warren
Mrs. Caroline P. Sprague	Elsie Wartenweiler
1882-1887	S. D. Waterman,
Emily Squires—1882-1889	Supt. 1899-1908
Olive Squires	Gertrude Watts
A. W. Stamper	Mary L. Way
Sue Starkweather	Margaret Webb
Isabel Stearns	M. Angie Webster
(Mrs. Gavin)	Louetta Weir
Stella Stearns	Earle V. Weller
Lulu Stedman	Lillian Welton—1887-1892
Jennie W. Steeves	Virginia Welton—1889-1890
(Mrs. Montgomery)	Marion Wendt
Helen Stern	Alice Weymouth
Katherine Sterne	Ella M. Weymouth
(Mrs. Weiler)	Rose Whinnery

Beth Wiley
Elsie V. Wiley
Zona Williams
Mrs. Beatrice Wilmans
Anna E. Wilson
M. Ellen Wilson
Flora Wilson
Mabel Wilson
Mae Wilson
Mrs. May T. Wilson
D. Winter
Grace Winters
Maude G. Winters
William Wirt
Elisabeth Wolf

A. M. Wolfenden
Agnes Wood
Annie Woodall
Gussie Woodall
Hilda Woodin
Carrie Woodley
D. R. Wood
Leta J. Woodworth
J. B. Wooten
Nellie Wright
Mrs. Essie Young
Frances Young
Lena Young
Roy J. Young
Zoe Zartman

CHAPTER XXXVII

BERKELEY HIGH SCHOOL WAR RECORD.

Harry C. Aitken, Dec. '14.....	Army-Amm.
Layson Atkins, Dec. '11.....	Army
Jack Avery, Dec. '14.....	Army
Lansing Bailey, June '11.....	Army
Chester Bertolacci.....	Army
Sherman Burke, May '12.....	Army
John Calkins, June '07.....	Army
Claude Canavan.....	Army
Hersey Conant, June '13.....	Army
Alva Conklin.....	Arm;
Clifford Cook.....	Army
John Corgiat, June '11.....	Navy
Richard Cross.....	Army
George DeKay, June '10.....	Aviation
Ormsby Donogh, May '14.....	Navy
Victor Doyle, June '11.....	Army
Edwin Elam, June '13.....	Army
Philip Embury.....	Aviation
Kenneth Emslie.....	Navy
Richard Erving.....	Army
Kenneth Fenton, Dec. '15.....	Army
William Foss.....	Army
James Freeman.....	Army
Thomas Freeman.....	Army
William Freeman.....	Army
Ralph Frost, June '15.....	Army-Amb.
Harry Geary, June '11.....	Army
Paul Geary.....	Army
Elam Gibbel.....	Army
Daniel Gibbs, June '12.....	Army
George Griffin.....	Army
Frank Gustavson, May '14.....	Navy
Wales Haas, Dec. '16.....	Army
Alvin Hambly, June '13.....	Navy
Henry Howard, May '12.....	Army-Amb.
Herbert Howard, June '16.....	Navy
Walter Hubbard, June '15.....	Army
Charles Hussey, June '13.....	Army
Fred Hutchinson.....	Navy
Douglas Hutton, Dec. '15.....	Navy
Judson Knappen.....	Army
Art Johnson.....	Navy
Robert Landgrebe, May '14.....	Navy
Eliot Landon, May '14.....	Navy
Harvey Larke.....	Army
Thomas Larke, June '16.....	Army
Wallace Leland, June '16.....	Radio
Charles Lindsay, June '13.....	Army-Amb.
Reginald Linforth, May '12.....	Army
Harvey Livingston, Dec. '15.....	Army
Orry Marr.....	Army
Willis McElroy, June '12.....	Aviation
Frank McKechnic, Dec. '15.....	Navy
Hall McKenzie.....	Navy
Colis Mitchum, June '11.....	Navy
Willis Montgomery, May '15.....	Army
Albert Nelson, May '14.....	Navy
Elmer Nelson, June '11.....	Navy
Homer Nichols, Dec. '15.....	Army
Fred Ostrander, May '12.....	Marines
Earl Parrish, June '11.....	Army
Millard Peterson.....	Navy
Thomas Rickard.....	Army
Norman Rotermund.....	Aviation
Lemuel Sanderson, Dec. '14.....	Army
Ellis Scotford.....	Navy
Edmund Scribner.....	Army
Harold Selleck.....	Army
Lionel Simonson.....	Army
Ben Sisson, June '13.....	Army
Frank Steele, May '14.....	Navy
Fred Stephens, Dec. '14.....	Navy
Richard Stephens, June '11.....	Navy
Matthew Sterling, June '15.....	Navy
Richard Stumm, June '15.....	Army
Frank Sturgeon.....	Army
George Sutton, June '13.....	Aviation
Lawrence Taylor, May '14.....	Army
Edwin Thomas, Dec. '11.....	Army
William Thomas.....	Army

Edward Valentine, June '13.....	Army	Herman Reid, June '09.....	Army
Elvin Van Haren	Army	Clayton Ristenpart, June '13.....	Marines
Parker Van Zant	Army	John Robbins, May '12.....	Army
Frederick Ward	Army	Orlo Robinson, June '16.....	Army
Arthur Warren, June '13	Army	Gerald Schuyler, Dec. '15.....	Navy
Kenneth Watson, Dec. '12	Army	Carroll Scott.....	Aviation
Benjamin Wheeler	Army	Cyril Sinclair, Dec. '11.....	Navy
Guy Witter, Dec. '12	Army	Arthur Skaale, June '16.....	Radio
Elwood Wright, June '13	Army	William Smith, Dec. '07.....	Army
Stanley Arndt, June '11	Army	Carroll Stein, May '14.....	Aviation
Charles Austin, Dec. '11.....	Army	Edmund Stillman, Dec. '11.....	Army
Richard Ayers, Dec. '16	Aviation	Eugene Sturgis, June '11.....	Army-Amb.
Darrell Bogardus, June '10	Marines	Howard Turner, May '14.....	Army
Clifton Brown, May '12.....	Army-Amb.	Harvey Ward, Dec. '16.....	Army
Robert Brown	Army	Windsor Wilkinson.....	Army
Joachim Burmeister, Dec. '13	Navy	Wethered Woodworth, June '13.....	Navy
Ernest Camper, June '13	Aviation	Russell Yates, June '16.....	Army-Amb.
Eugene Corgiat	Navy	Albert Acheson, June '07.....	Army
Arthur Drummond	Navy	Arthur Algren, June '07.....	Aviation
Charles Earl, Dec. '16	Navy	Kenneth Arntzen.....	Army
Marian Elliott, June '17	Aviation	Arthur Bell.....	Army
Wilson Ellis, June '11	Army	Carl Biedenbach, June '11.....	Army
Robert Graham	Army	Paul Birlew.....	Navy
Herbert Hiestand, June '13.....	Army	Edwin Blake, June '92.....	Army
Sydney Howard, Dec. '09	Army	Clarence Bonner.....	Army
Miriam Howelle, June '13.....	Army	Lloyd Bradley.....	Army-Amb.
Jonathan Hoyt	Army	Paul Brinstad.....	Aviation
Lester Hurd, May '12	Army	Stanley Bryan, June '09.....	Army
Edward Hussey, Dec. '15.....	Army-Amb.	Casler Burton, May '14.....	Army
Carl Johnston, June '08	Army	George Carlton, May '12.....	Army
William Kiessig, May '14.....	Army	Barelay Christy.....	Signal Corps
David Kilduff, Dec. '10	Marines	Waldo Colby	Army
Ernest LaSalle, June '10	Army-Amb.	Williston Davis.....	Aviation
Donald Lawton, Dec. '11	Army	Chester DeKay.....	Navy
George Landsay, June '13	Army	Elmer Dent	Army
Alan McBoyle	Army	Ashby Diggs	Army
Cyril McGuire, Dec. '16	Army	Aubrey Drury, June '10.....	Army
Frank Montgomery	Army	F. W. Durgin, June '15.....	Aviation
Raymond Muentert, Dec. '15	Army	James Dyer, June '11.....	Army
Harold Myers	Navy	Joseph Enzensperger, Dec. '13.....	Navy
Harold Ottoman	Army	John Foy	Aviation
Milton Palmgren	Navy	Delmer Frasier, May '14.....	Aviation
Robert Palmgren	Army	Hervy Graham, Dec. '13.....	Army
Donald Partridge	Army	Edwin Greer, Dec. '16.....	Navy
Stanley Partridge, Dec. '08	Army-Amb.	Berry Griffin.....	Army
Edwin Willsburg, June '13	Aviation	Theodore Haley.....	Army
Jackson H. Pressly, May '11	Army-Amb.	Bruce Hamilton, June '16.....	Army-Amb.
Ray Randall, June '09	Army	Livingston Irving.....	Army-Amb.
		Aubrey Irwin.....	Army

Einer Jacobsen	Marines	William Daniels, Dec. '13	Army
Daryl Jewett, May '14	Aviation	J. Manderson Evans, June '11	Army
Earl Kaufman	Army	Henry Fores, June '16	Army-Amb.
Kimball Kaufman, May '12	Army	William Gibbs, Dec. '12	Army
Walter Kennedy	Army	Dr. Orville Goss, Dec. '08	S.S. Phy.
Dorsey Maclay, June, '16	Army-Amb.	Arthur C. Hardy, June '13	Army
Louis Manning	Army	Cecil Hawkins, June '16	Navy
Llewellyn Martinez	Army	Graham Holabird, June '13	Navy
Harold Mathews, June '16	Army	Eugene Hull, June '15	Army
Marvin McCabe, May '14	Army	Harold Kidwell, Dec. '13	Army
Hollis McCoy	Army	Paul Kidwell, Dec. '13	Army
Nelson McGee	Army	Julian LeConte, June '17	Navy
Stewart McGee, June '08	Army	Roland Martin, June '13	Aviation
Ritchie McKee, May '14	Aviation	Royal Miller	Army
Donald McLaughlin, Dec. '09	Army	Wayne Miller	Army
LeRoy McQuesten	Army	William Muldoon, May '14	Army
Raymond Mitchell, Dec. '12	Aviation	Philip Persons, June '16	Army
Raymond Muentner, June '15	Army	Frank Solinsky, June '01	Army
Melvin D. Murphy, June '15	Army	Allan Sorrell, June '10	Army
Irving Norton, June '09	Army	Edwin S. Steen, May '14	Aviation
Irwin Orear, June '16	Army	Holley Stephenson, June '10	
Frank Pape, Dec. '13	Navy		Army-Amb.
Edgar Parry, June '15	Army	Malcolm Stone, June '05	Army
Harry Peet, Dec. '12	Army	William Stone, June '10	Army
John Penniman, June '10	Navy	George Tays, June '15	Army
Theodore Preble, May '12	Army	Harold Woodworth	Army
George Scott	Army	Earle C. Coleman, June '15	Navy
Brett Stevens	Army	Henry Dahl	Army
Frank Tate, June '11	Army	Newton Drury, June '08	Navy
Kenneth Thomsen, Dec. '11	Army	Dwight Eveleth	Army
Frank Trevor	Army	Ivyn Farwell, May '14	Aviation
John Ufford	Army	Roswell Ham, June '09	Army-Amb.
Joseph Verdi	Army	Staifford Jory, June '08	Army
Percy Ward, June '13	Army	Earl Lamar	Navy
Murrell Warren, May '12	Army	Elbert Monroe, June '13	Coast Artillery
Paul Warren, May '14	Army	Randolph Monroe	Army
Percy Welch, Dec. '13	Army	John Muldoon, Dec. '15	Navy
Russell Wilkes	Army	Thomas Pearson, Dec. '16	Army
Windsor Wilkinson, June '06	Army	Walter Snook	Aviation
George Williams, June '13	Army-Amb.	Raymond Stephens	Navy
Gladstone Wilson, Dec. '10	Army	James Torreyson	Army
Dean Witter, June '04	Army	Adolff Weber, June '10	Army
Lawrence Woodworth	Army	Percy E. Weymouth, Dec. '14	Army
Harold Yost, June '10	Army	Ernest Wiglund	Army
Lawhead Young, June '13	Army-Amb.	Harold Selleck	Army
Charles Ayres	Army	Francis Nunenmacher	Aviation
Bradford Bosley, June '13	Army	Frank Robison	Army
Frank Crane, May '12	Army	Hazen Robison	Navy
Sydney Ellis, Dec. '17	Aviation	Donald Dunn	Canadian Army

CHAPTER XXXVIII

BERKELEY HIGH SCHOOL GRADUATES

	1883
John C. Dornin	
	1884
Ethel S. Anderson	Emily Clark
Gussie Ayer	Theodore Palmer
	1885
Letitia Blake	Ernest Morrill
Lewis Harmon	Harold S. Wilkinson
	1886
Emily Graham	Roger Sprague
Nettie Merrill	Lillian Welton
Nellie Nelson	Frank Woolsey
	1887
Alice King	Charles Palache
Joseph LeConte	Nellie Wilson
Blanche Morse	
	1888
George Brackett	Erma Peterson
Harriet M. Grover	Mary S. Sanborn
Jean Hahn	Edith Sprague
Mamie Kastens	Alfred Taynton
Walter O'Brien	Chester Woolsey
	1889
Mary Bancroft	Charles Keeler
Winifred Bangs	Susie Webb
Georgia Barker	David Porter
Guy Chick	Lottie Tuohy
	1890
Helen Anthony	Y. Kuno
Bonnie Burekhalter	Tom McCleave
Edith M. Claves	John Morrison
Bessie Cummings	Clinton Morse
Edward Dickieson	Josephine Stewart
Kittie Robbins	Olive Squires
Walter Hoag	Helen Thayer
	1891
Lizzie Baxter	Cecelia L. Raymond
Fred Clark	Louise Shaw
John Duggan	Bessie Smith
Anita Gompertz	Bessie Sprague
Tatsuniro Magario	Nellie Tuohy

Ralph Marshall
Clifford McClellan

Dukio Arata
Robert B. Baird
D. Etta M. Bartlett
Edwin S. Blake
Lulu L. Bartlett
Charles H. Delany
Joseph Hume
George D. Kierulff
Ada G. Little

Grace Dewing
Louis B. Earle
Geo. B. Finnigan
Kirke Gilbert
Alice Hoag
Mary Hull
Pearl M. Hunt
Annie Kellogg
Bertha Ketchum
Della Larsen
Birdie Lester
J. Edwin Little
Fred Lowell
Marion Madsen
Robert McCleave
Susie S. McKusick
J. Brockway Metcalf

Ruth Atterbury
Dudley Baird
Fred Berryman
Clarence Clark
Dorothy Deakin
Ernest Dozier
Fred Fairchild
Markley Farish
Myrtle Foster
Fannie Gentry
Asa Gray
Amy Hamlin
Daisy Henderson
Horace N. Henderson
Grace L. Henley
William Hoag
Kate Jeffries

Willie Ulrich
Edna B. Woolsey

1892

R. H. S. Parkhurst
Newell S. Perry
Walter H. Powell
John S. Proll
T. Allen Smith
Will E. Squires
Edward H. Wakefield
Albert Wilson
Shinijire Yamamete

1893

Augusta Nye
Dewitt Parkhurst
Mary Ponwell
Mary Robb
Gertrude Rush
Bertha Sadler
Louis Saph
James W. Scoggins
Ella A. Small
Phillip Smith
Margaret Steadman
Maud Sutton
J. Henry Stutt
Jessie J. Trowbridge
Albert Wardwell
Maud Weck

1894

Walter Leuders
Mary C. McCleave
Jessie Naylor
Frank Nutting
Irving Ostrom
Maud Packard
Hallie Parsons
Agnes Payzant
Annie Payne
Ruth Rising
B. Winifred Robinson
Josie Roller
Hattie Rugg
Bertha Rush
Anna Thayer
George Wagner
Harry L. Waste

HISTORY OF THE BERKELEY SCHOOLS

Winifred Jeffries
 Florence Lamb
 Annie Landstrom

Ralston Whitcomb
 Edna H. Wickson

1895

Ruth R. Armstrong
 Ethel Bergen
 Minnie Bolsted
 Percy H. Booth
 Robert C. Bowen
 Annie Bramel
 Angie Brown
 J. Rodney Brown
 M. Josephine Colby
 Chas. W. Comstock
 Edith Crawford
 Ralph O. Dresser
 Mamie Embury
 Alice Freese
 Etta Good
 Ada Graber
 William A. Hackley
 Mary S. Hall
 Sarah Hanscom
 Grace Henderson
 Jeanette F. Hobson
 Herbert Hume
 Charles E. Jones
 Josephine Kemp
 P. W. Kemp

Joseph S. Kline
 Ralph B. Lloyd
 Edna L. Lowell
 Eugenia Loy
 Pearl M. Marshall
 Annie Mason
 Margaret Matthew
 William G. May
 May 26th Morrison
 Roy V. Nye
 Bernice Onsley
 Ada Parker
 George V. Payzant
 William C. Ridge
 Emma E. Riggs
 Alice Rising
 Frances Rosenstirn
 William E. Sauer
 Alfred J. Smith
 Emelie Streib
 Atsu Nae Tawara
 Emma A. Van
 Margaret Webb
 Kittie Ray Wickson
 Bessie Mae Wood

1896

William S. Acheson
 Elizabeth J. Annis
 May Bentley
 Harold C. Bradley
 George O. Brehm
 Etta M. Bunnell
 Daisy M. Clarke
 Fred N. Colby
 Morris H. Covert
 Claude DeVore
 Lucy W. Dewing
 Roy E. Dickerson
 Grace E. Dobbins
 Margaret E. Fee
 Lulu F. Frame
 Florence M. Freuler
 Vivian M. Gage
 Mary R. Gallagher
 Melvin S. Good

Arthur W. Kierulff
 Elma M. Mansfield
 G. Herbert Masters
 Edward McCleave
 Fred L. Morris
 William F. Neiman
 Amelia Newmark
 Clelia Paroni
 Carlton H. Parker
 Erle C. Parks
 Peter N. Rasmussen
 Fred E. Reed
 Leroy E. Roberts
 George H. Senger
 Ray W. Simonds
 Frank A. Shideler
 Norman E. Smith
 Agnes P. Steedman
 Alice Stewart

David Goodale
 Anna M. Grant
 N. Claude Gregory
 Paul Harmon
 Richard S. Haseltine
 Ethel L. Heenan
 Charlotte Henley
 Ida L. Henderson
 Augustus Higgins
 May M. Howell
 Alva T. Hughes
 Alegra Hutton
 Chester W. Judson
 Fred W. Kerns
 J. L. Kennedy

Anna Thayer
 Elsie C. Thompson
 Bertie Tucker
 Fannie E. Tyrrell
 Grace A. Tyrrell
 Annie B. Voorhies
 John T. Warren
 Louis J. Warren
 Fred L. Watrous
 Stella M. West
 Mark H. White
 George Wilhelm
 Flora Wilson
 Herbert M. Woodsum
 Harvey S. Zehner

1897

Hilda Abraham
 Helen M. Anderson
 Marcia S. Ardley
 Bryan Bell
 Rita E. Beatty
 Etta E. Bouve
 Fred E. Borton
 Julia H. Bretherton
 J. T. Barrows
 John Beatty
 Madeline V. Christy
 M. Maude Chambers
 William W. Downer
 Oma A. Davies
 Annie M. Delaney
 Mabel Davis
 Alice Davies
 George A. Dondero
 Charles Dozier
 Nellie E. Dobbins
 Clara A. J. Freuler
 Gertrude W. Freuler
 Grace V. Farwell
 Edith R. Feinberg
 Etta B. Fraser
 Frederick Grubb
 Jonnie Gilchrist
 Muriel A. Hall
 Anna R. Hammond
 Eva M. Henderson
 Corinne Hutton
 Helen G. Hamlin
 Sidney Hill

May A. Kennedy
 Florence M. Kimball
 Esther M. Lamb
 Eleanor L. Lloyd
 Ruby Rose Morse
 Harriet D. McVean
 Richard M. Mealey
 Henry D. Morse
 Mae McDonald
 Genevieve Morris
 Henry W. McKibben
 Frederick Nelson
 Margaret O'Toole
 William A. Powell
 Clara Piper
 Grace L. Pack
 Eugene S. Pierce
 Lynette Payne
 Alice M. Rogers
 Walter D. Reed
 Warren V. Richardson
 Lulu I. Scott
 Elizabeth Skinner
 Cora M. Steeves
 Minerva Skinner
 Ethan Scott
 Howard D. Smith
 Helena P. Thomas
 Eloise H. Trowbridge
 Wallace F. Turner
 Lydia P. Taylor
 Estella Turner
 Bertha L. Vervalin

HISTORY OF THE BERKELEY SCHOOLS

May Hoover
 Florence E. Hoyt
 Oliver W. Hunter
 Edith M. Huddart
 Emerson Harley
 Florence G. Howard
 Arvilla M. Johnson
 Edith Ketchum

Ralph W. Wardwell
 Edna F. Wyckoff
 Mabel H. Whitney
 Roy L. Woolsey
 John M. Waste
 Frank R. Warnick
 Frances Yeazell

1898

Fanny H. Avery
 Fannie Ardley
 Henry M. Ardley
 C. Halton Aspland
 James Loring Barker
 Eva L. Bramlet
 Pearl Brown
 D. L. Baird
 Frank Baird
 Arnold Barnett
 William E. Basham
 F. Homer Berka
 Enid Elaine Bird
 Joshua O. Brock
 Harold O. Cummings
 June S. Chappell
 Harold K. Childs
 Ernest B. Clark
 Mabel R. Clark
 Arthur A. Cohn
 Laura E. Cohn
 Henry B. Dewing
 Mary L. Davis
 Jean Downey
 Hewitt Davenport
 Leta Dorn
 Ella F. Duggan
 Hubert Leo Dungan
 Pauline M. Dumet
 Calvin O. Esterly
 Ruth Dell Engle
 Nina M. Farwell
 Frances E. Farish
 Charles C. Finn
 Rokusadoru Fukuda
 Agnes M. Forgie
 Amy Flagg
 Kate R. Gompertz
 Fred F. Goodsell
 Elsa Gould

Stella I. Hall
 Ruth A. Hoppin
 Mary F. Jewett
 Harry H. Johnson
 Henjiro Kato
 Louis H. Kling
 Katherine F. Keys
 Edith May Lee
 Arthur V. Leslie
 Florence Lough
 Allen P. Matthew
 May F. MacCoy
 George C. Mansfield
 Leon E. Martin
 Bertha V. Vervalin
 H. H. Macdonald
 Albert Mix
 Lillian F. McFarl
 Arthur McKeown
 Caroline S. Morse
 Elsie Nutting
 Earl M. Nutting
 M. Nakanouchi
 Adelaide Parsons
 Otto W. Peterson
 Challen R. Parker
 Edna Potwin
 Martha E. Pagh
 Ethel L. Preble
 Edda A. W. Ryder
 Walter M. Ratcliff, Jr.
 Herbert W. Ross
 Chester M. Rugg
 Laura E. Sleeper
 Russell S. Springer
 Frank I. Standart
 Henry K. Stewart
 Annie J. Schroeder
 Henry Spencer
 Geneva L. Shaw

Robert H. Goodale
Gustave Griesche
Florence Gentry
John M. Henderson
Bertha Hutton
Tyrrell S. Hamlin
Helen E. Hill
Ruth E. Holgate
Elsie M. Hunt

Jane C. Stewart
Bessie E. Simpson
Jennie W. Steeves
Harriet M. Stout
Sophie Van Ahlhen
Sharlie J. Ward
Percy M. Warner
Maud E. Watrous
Joseph L. Wilson, Jr.

1899

H. R. Atkinson
Winifred Bigley
Gertrude Burgess
Nora Beatty
Emily Boorman
Wallace Bransford
Allen Caven
Harold Cloudman
Carrie Christensen
Myra Freidenrich
Sadazi Fudita
William S. Fox
Helen Grover
Ted Guard
William H. Girvin
Beverly Hathaway
Howard Hendricks
James Hamilton
Thomas R. Hanna
Alice Jones
Pearl Judson
Carl P. Jones
Georgina Koenig
Evelyn Kennedy
Elsie Kirk
Leonard Kitts

Mabel Kyle
Cora Lasell
Arthur P. Lathrop
Arthur C. Lowell
Annie E. McCleave
Olga Meyer
Josephine Minto
Alice Mercier
Richard McCarthy
Robert Munro
Howard Merrill
Janet Mason
Millie L. Mendes
Romilda Paroni
Catherine Peake
Janet Rankin
Wallace Scotchler
Elsie Sullivan
Leslie Trowbridge
Marcia Taylor
Ida Wickson
Pearl Wagner
W. A. E. Woods
Emma Warren
Joe Wrenn

1900

Leila Abbott
Wayman Atterbury
Edward Abbott
Greta Augustine
Estelle Brown
Genevra Bell
Alfreda Berg
Joseph Bingaman
Aline Blackman
Dora Bramlett
Maud Barnett
Helen Bennett

Ralph Lyon
Alice Meyer
Amy Mott
Constance Manning
Edward Martin
Minnie McAvoy
Nettie McKay
Annie Milledge
Lucinda Morse
Olivia McCabe
Grace McKeown
Jennie Peterson

Menno Bowman
 Launee Crozier
 Mabel Cole
 Myra Darke
 Leslie Dobbins
 Ava Earle
 Sam Eastman
 George Elliott
 Finley Eastman
 Mary Farrell
 James Fozard
 Eva Gray
 Alice Gompertz
 Zack Hartley
 Joe Hartley
 Adelaide Hazlett
 Raymond Henderson
 Stella Hoag
 Harry Hoffman
 Sylvan Haas
 Frank Howell
 Raymond Jones
 Hilma Jones
 Carrie Johnson
 Ida Juillerat
 Grace Johnson
 Emil Kruschke
 Mary Kennedy
 James Lester
 Matie Leonard

Sara Peete
 Bessie Pack
 Garfield Perier
 Virginia Pierce
 Ella Rea
 Myrtle Ristenpart
 Ethel Ratcliff
 Florence Senger
 Cecilia Skinner
 Dahlia Spencer
 Winifred Schaeffer
 Lulu Stutt
 Sei W. Sanada
 Edna Sawyer
 Frank Skinner
 George Spencer
 Pearl Spencer
 Ivy Stoddard
 Katherine Storie
 Vida Vervalin
 Charlotte Whitney
 Mamie Wilson
 Marie Wilson
 Millicent Ward
 Ernest Wells
 Olie White
 Walter Whitlock
 Fred Weber
 Florence Reeve

1901

Douglas Adams
 Owen Adams
 Julia Ayers
 Bernice Barrows
 Alfreda Bartlett
 Henry W. Beecher
 George Brainard
 Leona Burgess
 Celsa Carnall
 Edward Chase
 Charles Cheney
 Rebecca Cohn
 Clara Cowperthwaite
 Isabel Crozier
 Mabel Edwards
 Thel Eggleston
 Kathleen Elliott
 Clarence Ernst

William Mason
 Mabel Martin
 Alvin Mather
 Elsie Middlehoff
 Henry Miller
 Erma Morris
 Warren Myers
 Jessie Munro
 Howard Naffziger
 Elizabeth Nelson
 Charles Newhall
 Rose O'Toole
 Mary Overman
 Eugene Parker
 Lena Paroni
 Carrie Parsons
 Harold Piatt
 Hazel Preble

Maxwell O. Frank
 Herbert Frenzel
 Anna Gage
 Nita Gilkyson
 Blanche Gottschall
 Edwin Grindley
 William Hawley
 Cyrus Hiester
 Thomas B. Hutchins
 Walter C. Ingles
 Christine K. Jones
 Lucy Kastens
 William Kelly
 Laurence Kennedy
 Hamilton Lee
 Ernest D. Linscott
 Earl Lang
 Etta Lyser
 Mary McBride
 Evelyn MacDonald
 Agnes Mackey
 William McCleave
 Elmer McCoy
 Donald E. McKee

Rita Primm
 Ethel Robertson
 Ella Ross
 Helen Sackett
 Dudley Saeltzer
 Alice Senger
 Helen Shaw
 Myrtle Sims
 Mona Skinner
 Matilda Skinner
 Hugh McJunkin
 Richard Snell
 Frank Solinsky
 John Steedman
 Florence Thrall
 Ellen Trueblood
 Charles Volz
 Frank Warner
 Marion Wendt
 Hallie Whitlock
 Gladys Wickson
 Harmon Wickson
 Theodore Wilder

1902

William Andrews
 Amy Annis
 Eda Adams
 Richard Boettiger
 Oscar Boettiger
 Julia Bennett
 May Burleson
 Myrtle Butler
 Esther Bowman
 Ralph Brock
 Bertram Chaplin
 Mildred Congdon
 Gertrude Campbell
 William Cavalier
 Roy Darke
 Julia Dexter
 Ethel Engebretson
 Frank Eidenmuller
 Ward Esterly
 Ida Foster
 Erdman Frenzel
 Louis Farley
 Alice Gallagher
 Minott Goodman

Mable Knoll
 Lewis Kistler
 Violet Kerrison
 Winnifred Lawton
 Lucile La Grange
 William La Grange
 Pearle Lewis
 Lena Liersch
 Ernest Linscott
 William Loughborough
 Chester Lamb
 Bessie Merrill
 Charlotte McMahon
 Leona Morris
 Loretta Munro
 Vera Percival
 Ruth Peterson
 Carrie Parsons
 Louis Pape
 Raymond Pond
 George Posey
 Maude Percival
 Vida Ross
 Lorene Rule

HISTORY OF THE BERKELEY SCHOOLS

William Griesche
 Percy Girvin
 Isabel Hansen
 Ward Hall
 Walter Hanna
 William Henry
 Don Hickey
 Louis Hickey
 Emma Hann
 Ida Henley
 Maude Hogue
 Sam Hume
 Ivy Johnson
 Fred Johnson
 F. J. Joubert
 Eugenia Kellen

Walter Radford
 Frank Solinsky
 Harriet Smythe
 Elizabeth Syle
 Grace Stokes
 Harry Squire
 LeRoy Tufts
 Alice Thompson
 Dale Tyrrell
 George Warren
 Edna Wilson
 Hope White
 William Warren
 Christopher Webb
 Theo Wilder
 Elsie Worden

1903

Blanch H. Albee
 Maria Burwell Anderson
 Florine E. Brakenridge
 Claude G. Baudine
 Herbert S. Blakemore
 Edith L. Brown
 Lelia Cooper
 Mary Wynafred Carey
 Choate Curran
 Pluma Dutton
 Marion E. DuBois
 Alice Dean
 Hazel G. Engebretson
 Miriam Barstow Edwards
 Ethel L. Fletcher
 Cornelia Louise Forsyth
 Eva C. Frame
 Wendell Farrar
 Irene Gaines
 Edith Gray
 Howard Rixson Gaines
 Melville A. Grant
 Evan K. Hamilton
 Elwood C. Hiester
 Fernande Louise Herrmann
 Berthold Hews
 Samuel J. Hume
 Dora H. James
 Mabel I. James
 Laurence Jennings
 Cecilia Emma King
 Harold Coulter Keran

Sarah Mathew
 John G. Milledge
 Jimmie Montgomery
 Chester Marliave
 Burton L. Mincher
 Muir McKelvy
 Maybelle G. Mentz
 Charles Lewis Monsen
 Mary Eva Navone
 Luther Newhall
 Anna E. M. Neuwirth
 Takae Ozawa
 Majorie Paterson
 Bessie Patton
 Robert W. Pack
 Warren Charles Perry
 M. Grace Piatt
 Carmel D. Riley
 Zoe C. Riley
 Helen Frances Robinson
 Morton J. Raven
 William Reinhardt
 Melvin Thayer Rhodes
 Woodworth Allen Ryder
 Beverly H. Rush
 Marguerite D. Shoecraft
 Lillian Kerr Stewart
 Georgia Scott
 Harry L. Sully
 T. King Sweesy
 Frances L. Shuster
 Lulu M. Taber

Franz Kleinschmidt
 Eleanor M. Keegan
 Amy Genevieve Luke
 Bessie Taylor Magann
 Matilde Emilie Martin
 E. A. Bertha Matignon
 Laura Alice MacDonald

K. Elliott Trowbridge
 Ida Turner
 Lawrence E. Turner
 Dudley J. Whitney
 Adela Wikoff
 Marion Breese Wilcox
 Herbert G. Wright

1904

Emily Ambrose
 Julia Andruss
 Helen Anthony
 Robert Blake
 Mabelle Brown
 James Blakemore
 Arthur Bolton
 Raymond Bush
 Bruce Barnes
 Renwick Breck
 Adelaide Bangs
 Elsa Bauer
 Pearl Bank
 Sheldon Cheney
 Raymond Clinch
 Malcolm Calkins
 Burlington Carlisle
 Thomas Chace
 Ensang Ching
 Gladys Chace
 Mabel Clay
 Bessie Cloudman
 Nettie Cohn
 Lois Corbaley
 Hazel Cole
 Marguerite Daniels
 Mary Downey
 Dorothy Doyle
 Ethel Dyer
 Bertha Dale
 Helen Davis
 Nicholas Duggan
 Hugh Dykes
 Alma Demeritt
 Hugh Downey
 Irene Dyer
 Rowena Elston
 Carl Elkins
 Harry Estep
 Marjorie Fargo
 Fred Fish

Sawyer Lane
 Oliver Lansing
 Lela Leonard
 Beryl Livermore
 Ada Lockett
 Marion La Baree
 Elinor Merrill
 Inez Mather
 Eva McClure
 Mary McClure
 Ethel Morrin
 Lillian Morris
 Nina Munro
 Winfield Matthew
 Leen Moore
 Fay Morgan
 Esther Maddux
 Sibyl Marston
 Charlotte Mercier
 Bessie Maples
 Olive Morrish
 John Navone
 Calla Newland
 Kathryn Neill
 Chandler Otis
 Clyde Powers
 Olga Pausch
 Alice Powell
 Bessie Recardo
 John Rice
 Archie Randall
 Perry Schott
 Nena Shuman
 Lena Shuman
 Grace Snow
 Esther Stevens
 James Schaeffer
 Thomas Stoero
 Gertrude Scott
 Doremus Scudder
 Josephine Seaman

HISTORY OF THE BERKELEY SCHOOLS

Herbert Freuler
 Leslie Gompertz
 Ruth Green
 Grace Hawxhurst
 Bourdon Holden
 Hazel Hotchkiss
 Ruth Haskell
 Sumner Hodges
 Stephen Hust
 Ina Hughes
 Annie Jewett
 Maurice Johnson
 Harry Jenkins
 Robert Knox
 Oscar Kettenbach
 Lloyd Kruschke
 George Kerr
 Isabel La Barea
 Roland Lamb

Winifred Ambrose
 Hilda Atkinson
 Pearl Albee
 Sam Batdorf
 Pearl Bank
 Mabel Beal
 Alice Biehl
 Paul Bailey
 Albert Bliven
 Harry Bone
 Clara Burnett
 Marshall Cheney
 Arnold Chapman
 Lucille Cowan
 Albert Crossfield
 Clare Crossfield
 Donald Connolly
 Pearl De Large
 Alice Elliott
 George Eckley
 William Edwards
 Myrtle Fillman
 Winthrop Floyd
 Albert Foster
 Alice Farey
 Maude Gerrior
 Robah Goodman
 Wesley Grijalva
 Ray Grinstead

Iris Seroy
 Lynda Service
 Robert Shuey
 Nellie Stuart
 Richard Shaffer
 Maud Turner
 Grace Thomas
 Byron Underwood
 Pearl Watkins
 Helen Watson
 Louretta Weir
 Dean Witter
 Francis White
 Evelyn Watson
 Vina Wiley
 Maud Williams
 Olivia Wright
 George Yocco

1905

Susie Love
 Howard Lane
 Bertram Lombard
 Maja McCabe
 Davida McCartney
 Ralph MacFadyen
 Scott Martin
 Raymond Mohrhardt
 Fletcher Monson
 Jack Moskowitz
 Jean Nicholls
 Garesche Ord
 Alice O'Toole
 Alta Patton
 Dewey Powell
 William Priestly
 Fred Piatt
 Edna Quay
 Florence Robinson
 Ida Rathke
 Harry Reinhardt
 Russell Richardson
 Helen Sargent
 Grace Shaw
 Malcolm Stone
 Truman Swaine
 Georgina Sturgis
 Hilda Turner
 Henry Thiess

Florence Hurd
Stanley Henderson
Amy Holland
Beverly Hook
Celia Howard
William Halloran
Richard Hayden
Jennie Jensen
Bertha Johnson
Marguerite Koeler

Christina Cameron
Mary Carpenter
Mary Clough
Camille Coady
Hazel Fordenwalt
Grace Griffiths
Muriel Hamm
Mildred Hart
Lucille Haber
Harvey Haseltine

Fannie Armstrong
Ernest Allen
Clement Ambrose
Judson Aspinwall
Vera Bagot
Blanche Bayly
Martha Beaser
Charlotte Biedenbach
Claire Bowman
Frances Bowman
Eugene Battles
Frank Bowring
Harold Brayton
Alma Billups
Bertha Brown
Caroline Chaires
Jessie Cole
Ada Cross
Kenneth Cameron
Clarice Davis
Irene Dakin
Margaret Darst
Marguerite Davis
Kathleen Devine
Pearl Dunlap
Pliny Doane
Ben Dykes

Peter Thomson
Guest Wickson
Donald Wehe
Grace Weymouth
Eleanor White
Agnes Whiting
Ethel Wickson
Bessie Wiley
Wilma Wislocki
Fred Wright

1905

Henry Humann
Olive Marshall
Edward Morrin
Curtis Nance
Katharine O'Toole
Oliver Pausch
Colvin Reed
Collins Rouse
Sallie Segal
Irma White

1906

Roscoe McCabb
Kellogg McCarthy
Earl McCash
Mary Miller
Howard Morrin
Alfred Myers
Gertrude MacMillan
Ernest Mentz
Amy Morrish
Bowning Varl Nichols
William Parry
Alice Phillips
Lucy Pierce
Louise Pomeroy
Melnotte Peck
Beatrice Rice
Mary Riley
Antoinette Kenake
Hazel Roberts
Evelyn Rust
Jessie Reed
Tom Richardson
Paul Rieger
Helen S. Salter
Emily Sherman
Hedley Scudder
Elbert Solinsky

HISTORY OF THE BERKELEY SCHOOLS

Albert Evers
 Alice Farey
 Elsie Goldman
 Alice Griesche
 Bessie Hidden
 Carey Hill
 David Hardy
 Margaret Hizar
 Luella Jones
 Ethel Jordan
 Christina Jacobsen
 Edward Kendall
 Eva Kennedy
 Marie J. Johnke
 Esther Merrill
 Robert McCall
 Frances Monsen

Alena Bailey
 Earle Batdorf
 Edith Batdorf
 Della Bayly
 Arthur Bell
 Helen Bixby
 Grace Chubb
 Ellen Holland
 Herbert Johnson

Albert Acheson
 Arthur Ahlgren
 Florence Alvarez
 Agnes Anderson
 Harold Bartlett
 Myron Battles
 Genevra Bell
 James Berger
 Edna Boone
 Roy Bowers
 Philander Brownell
 George Burnham
 Lewis Caldwell
 Allard Calkins
 John Calkins
 Ernest Chapman
 Edith Clapp
 Hazel Clark
 Mabel Duckett
 Bryan Dyer
 Florence Early

Ben Stearns
 Noble Stover
 Grace Tully
 Charles Thomas
 Elwin Thompson
 Alenda van der Haas
 Estelle Ward
 Geneve Williamson
 Louis Watts
 Sam Weston
 Esabelle Whitman
 Lillie Wilder
 Winsor Wilkinson
 Winifred Wills
 Roy Miller
 Alfred Merritt

1906

Louis Joubert Rosell
 Lucille Kistler
 Esther Sadler
 Josephine Montagne
 Nelson Scotchler
 Edward Solinsky
 Robert Whitelaw
 Gertrude Whiteside
 Roswell Wilder

1907

Florence Beck
 Blanche De Large
 Myrtle Hill
 Alma Myers
 Hilda Oser
 Roberta Lester
 Myra Lewis
 Ross Mahon
 Marian Marsh
 Harry McBride
 Ethel McConnell
 Charles McElliott
 Mathilda McKewon
 Edna Miler
 Gay Mosher
 Matthew Nelson
 Aileen O'Brien
 Ethel Parrish
 May Paschich
 Dorothy Phillips
 Charles Rakestraw

Chauncey Eldridge
 Vera Elliott
 Mansfield Everett
 Evan Foulds
 Marian Gates
 Florence Getchell
 Ernest Girvin
 Julia Graham
 Marguerite Harvey
 George Harlowe
 Hannah Harris
 Linville Hotchkiss
 Frank Hudson
 Susie Irwin
 Henry de Jarnette
 Hazel Jordan
 Thornton Jordan
 Robert Krafft
 Caroline Lee

Margaret Ray
 Mabel Sadler
 Ruby Scott
 Penelope Sittmann
 George Smith
 William Smyth
 Leigh Stafford
 Effa Steele
 Laura Stewart
 Muriel Stewart
 Eloisa Tays
 Florence Watkins
 Mabel White
 Margaret Witter
 Chester Ristenpart
 Clara Sturm
 Amanda Troplong
 Beth Wiley

June, 1908

Lorraine Andrews
 John Badger
 Earl Barnett
 Eunice Beal
 Mary Barron
 Edna Bell
 Irwin Berry
 Miriam Blacker
 Ralph Bowers
 Dora Brink
 Hivenia Bristol
 Lillian Brown
 Edna Browning
 Margaret Buckham
 Olivette Bunce
 Ethel Burns
 Wandee Cheek
 Hong Shing
 Gano Chittenden
 Ella Clark
 Blanche DeLarge
 Stella Davis
 Florence Doyle
 Newton Drury
 Alice Eveleth
 Jewel Fay
 Warren Ferrier
 Roy Fortier
 Beryl Fountaine

Ella Lewis
 Rowan Lucke
 Leonard Loeb
 Marjory Lusk
 Helen Lyons
 James Marshall
 Hurd Matthew
 Bailey McAfee
 Claire McClure
 Stewart McGee
 Kathryn McKee
 Kenneth Mohrhardt
 Emily Moore
 Jean Mosher
 Raymond Newsom
 Grace Noble
 Norma Noteware
 Alice Pember
 Albert Rathbone
 Mildred Reynolds
 Frank Rieber
 Agnes Robinson
 Archie Rushforth
 Marion Rust
 Pauline Ruth
 Roy Ryan
 Elsa Schilling
 Caroline Schleef
 Russell Schultze

HISTORY OF THE BERKELEY SCHOOLS

Walter Frederickson
 Howell Gester
 Fred Goldman
 Oscar Goldman
 Will Graham
 Alice Hiestand
 George Holbrook
 Clare Jacobsen
 Marion James
 Rebekah Jewett
 Milton Johnson
 Carl Johnston
 Bessie Jones
 Mildred Jordan
 Stafford Jory
 Emilia Kanig
 Carl Kelsey
 Werner Lawson
 Josephine LeConte
 Mildred LeConte

Stanton Sherman
 Eva Sherwin
 Roy Shurtleff
 John Spasoff
 Doris Spencer
 Welcott Stanton
 Gordon Stewart
 Howard Stover
 Lillian Thaxter
 Gwendolyn Underwood
 Saidee Underwood
 Joy Waltz
 Earl Waycott
 Margery Whinnery
 Meredith Wills
 Gladys Wilson
 Leah Wilson
 John Wise
 Percy Wisecarver
 Katherine Woodhead

December, 1908

Doris Aden
 Frances Albee
 Fred Allen
 Paul Barnes
 Nan Brunk
 Clare Carpenter
 Alma Craig
 Homer Davis
 Natalie Durney
 Irene French
 Sarah Frisbie
 Orville Goss
 William Grieg
 Evelyn Hanna
 Marion Hodge
 Myrtle Lacy
 Agnes Whiteman

Flora Black
 Kathryn Larkin
 Addie McCurdy
 Irene McLeod
 Natalie Metcalfe
 Sakujiro Mitsuda
 Florence Moore
 Monterey Morris
 Stanley Partridge
 Lee Patterson
 Bethenia Prunty
 Carrie Prunty
 Carl Replogle
 Elmer Roberts
 Alice Robinson
 Eloise Shoecraft
 Grace Young

June, 1909

Elizabeth Bailie
 Olive Bannister
 Ruth Bardshar
 Katie Barnes
 Roy Barrett
 Ethel Bartlett
 Elvira Beraun
 Elsie Biedenbach
 Grace Bonham
 Bowers Boone

Lucy Lovett
 William Mahon
 Raymond Martin
 Mabel Mattern
 Anna McAfee
 Alice McComb
 John Miller
 Gertrude Mosers
 Mary Mulvany
 Elna Nelson

Vera Branthaver	Mabel Nelson
Stanley Bryan	Clyde Nicholls
Beryl Burch	Irvine Norton
Katharine Carlton	Gladys Ostrander
Miriam Clapp	Gertrude Percival
Allen Clarke	Emma Perrin
Ralph Coane	William Perrin
Portia Collom	Dorothy Pillsbury
Gladys Cummings	George Pomeroy
Jean Davis	William Pomeroy
William Davis	Ray Reniall
Daniel Drake	Leland Rathbone
Emily Edgerley	Florence Reames
Laura Farwell	Lawrence Redmond
Percy Frater	Herman Reid
Eugene Frickstad	Thomas Rieger
Elizabeth Fuidge	Cecile Robertson
Gordon Gale	Harriet Robinson
Jennie Gardner	Pearl Rogers
Inez Goodman	Lenore Salsig
Marjorie Grinnell	Adolf Sandner
Ella Hallawell	Frederick Shafer
Roswell Ham	Viva Shuman
Millard Hendricks	Earle Sinclair
Zella Henrich	John Sloan
Eleanor Henry	Warde Sorrick
William Hiney	Walter Stairs
Lucile Hollingsworth	Evelyn Steel
Colin Hoskins	Myrtle Stephens
Goldie Hulin	Gilbert Sweet
Hollis Hyde	Mau Sun
Hadley Kelsey	Paul Taylor
Sarah Kelsey	Corona Vance
Irma Kendrick	Gladys Van Mater
Leo Kennedy	John Watson
Eugene Kern	Lora Weber
John Kerr	Dorothy Wilkinson
Philip Landon	Buford Wright
Margaret Locan	Homer Wulvher
Cyril Lotz	Edith Wulzen
December, 1909	
Evelyn Banker	Merle McAnaney
Ruth Berry	Kathryn McCabe
Anna Biedenbach	Donald McLaughlin
Avis Burchard	Ellen McNeill
Marguerite Carleton	Merla Metcalfe
Zella Eddy	Jessie Mitchell
Elizabeth Fiske	Mae Monson
Frank Foster	Walter Penniman

William Goebel
 Sarah Hammond
 William Hanford
 Arthur Hayne
 Florence Hill
 Sidney Howard
 George Incell
 Grace Jones
 Mark Kerr
 Mildred Kreischer
 Helen Lacy
 Ruth Laird
 Florence Larson
 Douglass MacColl
 Beatrice Masters

Morton Reynolds
 Earle Ristenpart
 Linnie Ryan
 Earnest Sahlberg
 Marion Scott
 Bessie Shaw
 Clara Shaw
 Ormond Smith
 Jessie Watts
 Herbert Watkins
 Rose Whinnery
 Fannie Whitman
 August Wiesenhavern
 Margaret Wyper
 Alpha Zirkle

June, 1910

Barclay B. Adams
 Anna Anderson
 Volney Averill
 Leeta E. Bare
 Rose Barker
 Ida M. Batsford
 Helen Blacker
 Darrell Bogardus
 Sidney E. Brotherton
 Lorena Viola Buck
 Mildred Bell Clark
 Katherine Crosby
 John O. Davis
 George Herbert DeKay, Jr.
 Aubrey Wheeler Drury
 Anne Fenwick
 Oswald J. Froberg
 Elmina Dundon Gardner
 Virginia Green
 Katherine Hall
 Hertha A. Herrmann
 Walter Hawkins Holland
 William K. Hoyt
 Pauline Jackson
 Henry Bowman Koeler
 August Ralph Klopfer
 Kenneth Vernon Laird
 Ernest R. Lasell
 Myrtle Libby
 John C. Anderson
 Henry Edward Ashmun
 Lucy Schall Baer
 Florence N. W. Bailio

Cynthia Cushman McCarthy
 Mildred Merle McElroy
 J. George Moore
 Gladstone Morris
 Amy Myers
 Ernest Ford Nolting
 Constance Mary Partsch
 John G. Penniman
 Emma M. Pfefferle
 Harry Porter Pohlman
 Boyd Bremer Rakestraw
 Irma Tyrrell Riley
 Clifton Page Rose
 Margaret Schulze
 Harry E. Shick
 George Sonntag
 Kurt Steindorff
 Jessie E. Swift
 Eugene Tays
 Andrew Reese Thompson
 Herbert William Tweedie
 John Parker Van Zand
 Lois Voswinkel
 Adolph Gottig Weber
 Mildred Lucille Wickson
 Norma E. Wisecarver
 Lawrence A. Woodworth
 Harold Hewett Yost
 John Zeile
 Roslind Magnes
 Sarah Edna Maguire
 Raymond Matthew
 Sophia Veritas McEntyre

Marion Barnes	Daryl B. Miller
Genevieve Beck	Winona Moore
Arthur Stanley Blean	Nellia D. Mortenson
Belle Richardson Bowen	Maybelle Needham
Lester Bennett Brown	Alexander R. Newell
Louise K. Burton	Ogden Kent Paterson
Evangeline V. Coombs	G. Clifford Pettygrove
Gladys D. Coyle	Frank Wilson Pinger
Lyllis Aileen Daugherty	Lucy Miriam Pray
L. Stephen V. Dowing	Katherine F. Reese
Elron E. Edgerley	Chester Samuel Robinson
Muriel Fleming	Lillias S. Rowlands
Ethel E. Frohlinger	Gracella Scotford
Florence E. Gates	Marguerite Slater
Ray E. Gunn	Helen A. Spuller
Clare Hester Harrington	William Stone
Mildred M. Hermann	H. Franklin Tate
Carlos Harold Howard	Fannie Q. Thompson
Theodore Huggins	Anita Mercedes Truman
Harry E. Kennedy	Elvine Van Haren
Ida N. M. Kruff	Adella Louise Vollmore
Callie Lansing	Ella Lillian Wall
Hazel Clifton Lawton	Lucile Wester
Edward C. Lipman	Esmond Wiley
Edith Elizabeth Locan	Julia M. Wood
Paula McGibbon	Stephen N. Wyckoff
Hermann E. Mattern	William H. Youngman

Certificated by Commercial Department

James A. Marshall	Allan E. Sorrell
Chester E. Bennett	William Meinheit
John Watson	Phyllis M. Eden
Oscar Steel	

December, 1910

Barclay Gladstone Anderson	Rosalind Jepson
Layson Enslow Atkins	James Stuart Jolly
Royal Rohan Baronidis	George T. Judd
Lucile Batdorf	David R. Kilduff
Cecile M. Billups	C. Arthur Kronquist
Olin Brown	W. Eric Lawson
Hugh D. Brunk	Maria H. Lindberg
Mabel Estelle Button	Eugenia Mary McCabe
Arthur W. Christie	Mary Emily McCurdy
Mabel Hepp Coombs	Grace Lillian Meylert
Alvah Putnam Conklin	Harold Davison Miller
Neill Cornwall	Richard P. Minor
Percy Lee Crane	Gustav Albert Moller
Andrew M. Davis, Jr.	Elsa Thayer Morrow
Agnes Elizabeth Dunn	Helen Browning Murphy
Martha Elizabeth Gibbs	Brevard Sinclair

HISTORY OF THE BERKELEY SCHOOLS

Theodore Grady, Jr.
 Emily Ruth Griffith
 Rene Guillou
 Marjory Virginia Parker
 Robert Pendergast
 Nellie Engrig Petterson
 Edith Henrietta Phillips
 Paul Pond
 Robert S. Randall
 Hazel Winifred Ray
 Stanley Rapp
 Eleanor G. Rogers
 Ruth L. Schaeffer
 Louis Harker
 Henry W. Harlowe
 LeRoy Phillip Hunt
 Vera Marie Howard

William Powell Smidt
 Kate Smith
 Edwin S. Thomas
 William Richard Tregea
 Heralda Palma Tyng
 Bessie H. Wescott
 Marjorie Lottice Wiggin
 John Abeel Williamson
 Edna B. Wilson
 Gladstone Wilson
 May L. Searls
 Bernice Shaw
 Letitia Sheperd
 Alice M. Sherfey
 George Dwight Wood
 Ella E. Wright
 Leona Esther Young

Two Year Commercial Course

Hilma B. Anderson
 Laura E. More

Agnes E. Young

June, 1911

Sophia Elizabeth Aden
 Ray Marston Allen
 Florence Lucy Andruss
 Arthur Bruce Anthony
 Stanley Morris Arndt
 Lansing Bliss Bailey
 Virginia E. Ballaseyus
 Beatrice Marie Bentley
 Charles S. Bisson
 Carl F. Biedenbach
 Alex G. Black
 Mary Marguerite Boone
 Ellen G. Briggs
 Isabella C. Brown
 Phoebe Bunker
 Ainslie D. Campbell
 Alleen Clark
 William Claypool, Jr.
 Belcher Cooley
 John Corgiat, Jr.
 Margaret Mary Crosby
 Mary Crosby
 Harold Crew
 Helen Cummins
 Leona Katherine Dam
 Marguerite Darch
 Harry Allen Dobbs
 Helen Margaret Doyle

Stella G. Gordon
 Florence Lillian Greig
 Herbert Hardy
 Laurence Emerson Haseltine
 Helen Phyllis Haver
 Gertrude Hawley
 Wendell Townsend Hender-
 son
 Carlon K. Hills
 Harold H. Hitchcock
 Irene Belle Hoxsey
 Louise Winifrede Houtz
 Ralph Edwin Hoyt
 Joseph E. Jacobson
 Elizabeth Johnson
 Mabel M. Jones
 Jook Hing Jue
 Carrol Lyon Kauffman
 Hazel Fern Keim
 Lily A. Kelsey
 Clinton D. Kimberlin
 Irma Helena Klaus
 Fred G. Knoop
 Ruby Ethel Lamb
 Blanche D. Latta
 Alma Eugenia Lauritzen
 Marjorie Lenfestey
 Myrtle M. Lovdal

Victor H. Doyle	Lydia Lindsay Love
Lulu Mae Draper	Esson Florence Low
James C. Dyer	Ming Sear Lowe
Wilson D. Ellis	Jessie Adele Luke
John A. Evans	Thomas Gordon Luke
Stella Belle Fish	Mary Eleanor Mackenzie
Alice Freuler	Vesta H. Maestrettis
Charles Vivian Gay	Bruce Marquand
George Edward Geary	Elsa Marston
Henry Oliver Geary	Elizabeth Schulze
Lucie Matignon	John Walter Scott
John A. McDonald	Frank Charles Shallenberger
Forrest L. McMains	Eulalie Shannon
Colis Mitchum	Evelyn Editha Slater
Clara Estelle Mortenson	Eunice Dean Steele
Earl Hatley Myers	Oswald Speir, Jr.
Percy Joseph Neal	Richard S. Stephens
Elmer M. Nelson	Lucy E. Sterne
Frances Isabel Norton	Ruth Levilla Stone
Charlotte Margaret Owens	Eugene K. Sturgis
Elizabeth Page	Mary Helen Sznyter
Earl T. Parrish	Ella Martin Taylor
Hazel Alice Pfitzer	Milton Everett Taylor
Edna May Rankins	Gladys Isabel Thayer
Caroline A. Hehfisch	Hertha Todd
Mamie Lois Richardson	Elizabeth H. Trevethan
Howard Hyde Roberts	Miriam Olive Tufts
Catherine Broughton Robin-son	Raymond L. Underwood
Gabriel Roletti	Cora Viola Wampfler
Robert Noel Rushforth	Irving Warner
Victor Sandner	Margaret G. Weeks
Geraldine Sartain	Maurice Weiss
Elizabeth Frances Schilling	Florence Evangeline Whitten
Rosabelle Gibson Scott	Helen D. Winfree
Alice Marie Glavinovich	Lois May Woods
Elizabeth Glenn	Michael Leonard Woods

Two Year Special Commercial Course

Daisy L. Meikle	Helen L. Rowe
Marguerite R. Beebe	Walter W. Bein
Mildred Janet Beebe	Agnes Blacker
Josephine Grace Chan	Vincent E. Duffey
Bertha Marjorie Seidel	Evarista Agnes Faxon
Mabel Skaale	Florence Berciece Ozouf
Sarah Javete	

December, 1911

Alice Amiot	Vera Louise Mentz
Doris Bank	Kathryn Jane Mills
Clarence Walter Beebe	Helen M. Moore

- | | |
|---------------------------|----------------------------|
| Barbara Ellen Beebe | Anna Elizabeth Nowell |
| Frances Boelen | Grace Partridge |
| Inice Ermine Button | Dixon Partsch |
| Joseph A. Chalmers | Docia I. Patchett |
| Adella Mary Chase | Agnes S. Pearson |
| Stephen Albert Corgiat | Harold Vernon Reynolds |
| Vanda Ninette Cooper | Selwyn Aubrey Robinson |
| Pauline Henriette De Neuf | Lloyd L. Root |
| Morse Erskine | Howard A. Salisbury |
| Agnes Marie Flinn | Louisa Santos |
| Harry Geiken | Cyril Sinclair |
| Eleanor Clare Goss | Mary Boon Sorell |
| Edna Lucile Gott | Marion Alice Sorrell |
| Harold Lee Graham | Edmund Hathaway Stillman |
| Jesse Kersey Griffiths | Myra I. Streightif |
| Frances H. Hanna | Marguaretha P. Surrmond |
| Gladys Margaret Hirst | Edna May Taber |
| Herman I. Holmes | Adelaide Elizabeth Thomas |
| Edwin A. Humann | Kenneth Beverly Thomson |
| Richard Foote Ingram | Genevieve Townsend |
| Einar William Jacobsen | Omer Van Haren |
| Spencer Fay Jones | Kenneth C. Watson |
| Kemball C. Kaufman | Lillian May Wells |
| Florence Kelsey | Bert West |
| Judson Erwin Krueger | Charles D. White |
| Helen Lyle | Harold E. Woodworth |
| Willis Lynch | Lorena M. Wright |
| Otis R. Marston | Rose Jane Young |
| Herbert H. Blake | Ruby E. Jacobson |
| Catherine Gertrude Bowers | Alfred R. O'Farrell |
| James M. Casey | Diulinda Santos |
| Florence E. Creagmile | W. Alexander Sellman |
| Leslie Deacon | Edith H. Siler |
| Eleanore M. Deming | Forrest Kendall Tregea |
| Erik Arvid Erikson | John William Wendering |
| | May, 1912 |
| Ella M. Anderson | Frances C. Jones |
| Beatrice Averill | Hazel Madelaine Katzenbach |
| Irving H. Banker | Earle F. Kaufman |
| Norma A. Barbee | Gladys Koch |
| Louise Edith Bauml | Stuart Frederic Lane |
| Jeanette Bellman | Frances Leah Lansing |
| Richard Bertovalli | Helen Lawton |
| Mildred Irene Bowen | Robert Mack Light |
| Ella Boucher | Reginald Heber Linforth |
| Dorothy Brooks | Robert L. Lipman |
| Clifton Brown | Ruth Ethel Logan |
| Phyllis Brown | Wilber D. Lowry |
| Betty Bruckman | Ruth Malloch |

Sherman Kennedy Burke	Robert Otis Maxwell
Blanford C. Burgess	Carol Dorthea Maul
Cora Helene Burnett	Lapsley Ray McAfee
Evelyn Burrill	William Leslie McCabe
Fern F. Carkner	Millard E. McCollam
George L. Carleton	Josephine Miller
Marjorie Susan Carlton	Ruth Amy Munro
Florence Carroll	Edna Adele Murphy
Josephine Grace Chan	Willis R. Montgomery
Ina Wilma Cherry	Leona Reta Noe
Lizzie Lois Chilcote	Leona Elvesta Oberg
Ray Clayton	Willis Frederick Ostrander
Mariza Ellen Clow	Ysabel Patton
Pearne Congdon	Janet Kendall Pearson
John Henry Cordes	Alma Pease
Mabel J. Corkhill	Ruth Perry
Vernon W. Craig	Margaret Viorene Perry
Frank Crane	Frances Peterson
Daryl Dean Davis	Oscar E. Phillips
Elbert Willard Davis	Mildred Elizabeth Piatt
Helen Margaret DeKay	Dorothy Nell Porter
Lillian Denham	Theodore L. Preble
Lois Margaret Denman	Charles W. Reames
John Wallace Dodge	Harold Ridsen
Grace Margaret Doyle	Aimee Gladys Roadhouse
Dixie Lee Driver	John Talmage Robbins
Lawrence J. Eade	Charles Frederic Royce, Jr.
Alice Clyde Ellis	Fern L. Russell
Elois Felicia Elden	Irma Estelle Russell
Lois Marie File	Hubert W. Sandner
Joseph L. Findlay	Carl Sebastian
Kathryn Findley	Raymond L. Shearman
Grace Mary Findley	John Douglas Short
Corrinne Z. Fiselbrand	Florence Small
Gilbert Forrest Foote	Jacqueline Elizabeth Smith
Charles V. Foulds	Ruth Almede Smith
John Macy Foy, Jr.	Beatrice Snedigar
Arthur C. Frederickson	Eldridge T. Spencer
Ruth Emilie French	Helen Sittig
Aloyse D. Furlong	Robert Mills Stevenson
Elizabeth Gaw	Helen Stone
Daniel Fort Gibbs	Helen Strite
Eloise Hope Gibbs	Norman B. Stern
Joseph Henry Gilpin	Evelyn Edwards Thomas
Maurice M. Glazer	William Robert Turpin
Sadie A. Gluckman	Arthur Wagner
Barbara H. Greene	Clive Arden Walker
Kenneth A. Hayes	Murrell C. Warren
Leslie Louise Hayes	Edward R. Watkins
Edwin Robert Hardy	Henry R. Weber

Margaret C. Hartwell	Martha A. Weber
Helen Lucile Henry	Jackson L. Webster
Marguerite Elise Hendy	Frank R. Wehe
Marguerite Evangel Henrich	Frances Maude Welch
George P. Hoffman	Arthur A. Wendering
Harry Cecil Hogan	Florence E. Wheeler
Elanore Marian Holland	Mildred H. White
Henry Temple Howard	Helen M. Williams
Ora Howard	Jean Myrtle M. Williamson
Kathryn Hubbard	Elsie Pauline Wilson
Lester Hurd	Alice Wooley
John Ray Hutton	Maud P. Woolmington
Marjorie Hyland	Helen M. Wright
Grace Jackson	William H. Wright
Blanche E. Jensen	Helen F. Zelt
Bertha Jewett	

Two Year Commercial Course.

Hugo M. Ahlgren	Adelle Florence Parker
Edwin W. Genberg	

December, 1912

Camille Leonie Abbay	Will Kretsinger
La Salle Banker	Anna Louise Laddish
William P. Beall	Gertrude M. Lansing
Charles Coleman Berwick	Elsie C. Liddell
Grace Gertrude Burris	William Holmes Livingston
Percy Thomas Clopton	Wallace G. Macgregor
Helen Conger	Katharina S. M. Martin
Margaret Davis	David Robert Merrill
Blanche Etta Douglas	Raymond Ashton Mitchell
Roland Bradford Dygert	Harry Eldridge Peet
Edith Helen Eustice	Myron Dwight Penfield
Charlotte Faron	Bessie A. Perrin
Marjorie Flynn	Wiley Anna Ross
Sydney E. Fraser	Reginald Bryant Rule
Harry Earl Frisbie	Karl Howard Schilling
Dorothy Ida Fuller	Laurence H. Steinegger
William Hendrickson Gibbs	Rose Emirett Stone
Mary Clarissa Gilbert	Henry Treadwell Sutherland
John Robert Graff	Pierre Penton Taylor
Heloise Mazie Grimmon	Anna Mabel Thomas
Locke Thomas Harper	Herbert Russell Vilas
Helen Pond Harrison	Edna Katherine Von Hagen
William Stewart Haven	Ethel Carolyn Wall
Gertrude Rose Haws	Marion Cumi Waltz
Frank LeRoy Hill	Ethel Jane Watson
George Rollin Hippard, Jr.	Clarke Elmer Wayland
Phyllis M. Hoffman	Dora Cicien Whitten
Ruth Wanell Holland	Gertrude Nancy Whitton
Gertrude Elizabeth Hunt	Russell Wilkes

Helen Clare Hutton	Elizabeth Louise Witter
George S. Iki	Willis Guy Witter
Hjalmar Anton Ilmanen	Frances Dolores Young
Byron Lewin Johnston	

Commercial Certificates.

Alice Gordon Brigden	Helen Irene Lyons
Jennie Gordon	Edna Helen Simmons
Helen Anna Hanson	Oscar Leonard Texdahl

June, 1913

Ezra Truman Albright	Earle Parker Lathrap
Irving William Alexander	Charles Bonner Lindsay
Elvah Myrtle Ames	George Moore Lindsay
Rosabelle Ames	Alan David MacBoyle
Arthur Roy Anderson	Ernest M. MacDonald
Clarence Peter Andreason	Julian James Mackie
Ruth Laura Annis	Charles Edward Marquis
Thelma Wolcott Anthony	June Esther Martin
Tillie Phyllis Appleton	Roland Harmon Martin
Constance Edna Ardley	Lewin Wethered Martinez
Vida Virginia Armor	Raymond Wright Maxwell
Phyllida Ashley	Coe Elizabeth McCabe
Miriam Neil Babbitt	Albert Thomas McCord
Helen Trezeler Baer	George McCutchen
Angele Harriet Bailey	Jay Willis McElroy
Anna Frances Barrows	Doris Elizabeth McEntyre
Elinor Blake	James Elden McFarland
Robert Blake	Edith Charlotte McKay
Dollie Vera Luella Bodette	Connell Chisholm McRae
Bradford W. Bosley	Winonne Middlehoff
Dorothy Isabelle Boyd	Annie Jane Miller
Dorris Bradley	Richard Gladwin Monges
Edith Emma Brown	Elbert Edison Monro
Wilson John Brown	James Duncan Montgomery
Ruth Brunton	Mary E. Moore
Barbara Burke	Armena Louise Morse
John Burns	Earle Hamilton Morton
Kenneth L. Cadwell	Marguerite Nichols
Mildred Marie Campbell	Alice Carlana Noble
Ernest Bolld Camper	Warren Dexter Norton
Oliver Carlson	Shirley Arlene O'Banion
Grace Carson	Gladys Blackmar Partridge
Inez Louisa Carver	Marguerite Lincoln Patterson
Bae Chalmers	Metta Pease
Gordon Kimball Chapman	Harriet Pearson
Wayne Chester Chapman	Myron Dwight Penfield
Sarah My Jin Ching	Dorothy Elizabeth Persons
Paul Wellington Clark	Elizabeth Philps
Robert Campbell Clark	John Fuller Phelps
William Thomas Clow	Edwin Sprague Pillsbury

HISTORY OF THE BERKELEY SCHOOLS

Lloyd Wilbur Coleman	Gertrude Elizabeth Piutti
Ruth Anne Collins	Joaquin Belza Ramirez
Norma Loraine Connor	Bernice Onida Ranker
Lillie Freeman Cook	Theophila Raspiller
Margaret Denton Cornwall	Irene Penrose Rickard
Anne Cremers	Clayton Arthur Ristenpart
Carolyn Cremers	William McDonald Roach
Mary Marguerite Davis	Christian Valentine Ruedi
Robert Nelson Donaldson	Winifred Olive Rumsey
Joseph Donald Dunn	Augustus Victor Saph
Arthur Nelson Earll	Irene Sebastian
Edwin Madison Elam, Jr.	Fagan Hull Simonton
Rachel Elder	Benjamin Franklin Sisson
Clarence James Felt	Minnie Mae Sisson
Ruth Marion Ferguson	Amrah Dinwiddie Smith
Arthur Fitzgerald	Robert Lacy Smyth
Henry Abraham Frye	Margaret Eugenie Spring
Bertha Galloway	Elfredida Steindorff
James Ewing Gardner	Beatrice Eve Stephens
Ralph Evander Goodsell	Halley Earnest Stephenson
Ruth Emma Goodsell	Belle Stewart
Dwight Kiddell Grady	Charlotte Cope Stockird
Harold Tirey Grinstead	Chester Chittick Stutt
Alvin Sargent Hambly	Aileen Lenore Sullivan
Arthur Cobb Hardy	Emily Grace Sutcliffe
Susie M. Harms	George Charles Sutton
Harriet May Harrison	Charles Aldrich Sweet
Elsa Frances Hawkins	Frances Comba Sweezey
Floyd Horace Haynes	Myrtle Grace Taylor
Vernon Edgar Hendershot	William Hill Thomas
Herbert Harold Hiestand	Madalene Thompson
Alberta Hodges	Florence Ethel Torrey
Jean Adelaide Hoeck	Marjorie Ellen Tuft
Aileen Helen Hogan	Florence Emma Underwood
Russell Graham Holabird	Edward Autrey Valentine
Inez Martha Holland	Evelyn Katherine Varley
Aila Bernice Holm	Ralph Augustus Vilas
Edith Caroline Horstman	Sydney Archibald Vincent
Mercedes Howell	Rosslet Alice Wallace
Merriam Joseph Howells	Irma Margaret Wann
Edith Maude Huddart	Percy H. Ward
Edith Nichols Hull	Arthur LaFayette Warren
Homer Hunt	Hazel Adeleen Warren
Edwin Barratt Huskinson	Dorothy Elizabeth Wetmore
Charles Edward Hussey	George White
Mildred Jessup	George Anderson Williams
Elsie Jones	Lemoine Williams
Cora Floyd Keeler	Frederick Stephen Wilmans
Alda Belle Kelsey	Newton Brice Wisecarver
	Alfred Vern Wood

Inez Keough
 Hanna Kinell
 Esther Kittredge
 Hyldred Graham Knapp
 Edna Louise Koester
 Ruth Raymond Lange

Dorothy Wood
 Rowell Wood
 Wethered Woodworth
 Elwood Wellman Wright
 Fannie Emma Young
 Russell Lawhead Young

Commercial Certificate.

Marguerite Edith Nickel

December, 1913

Helen Zola Banta
 Eleanor Benedek
 Helen Bergfried
 Carlton Foster Bond
 Blair Howard Bonner
 Florence Born
 Leonette Brin
 Donald Cline Bull
 Joachim Henry Burmeister
 Wilma Grace Bush
 Fuller Clarkson
 Aileen May Coombs
 Ethel Leona Crocker
 George Magee Cunningham
 Jennie Curry
 Georgia Beryl Daugherty
 Helen Margaret Davis
 Mary Carmichael Downie
 Benjamin Franklin Edwards
 Joseph George Enzensperger,
 Jr.

Norma Frances Finney
 Catharine Mills Flinn
 Ruth Ada Gardner
 Earle Levering Garrison
 Hervey King Graham
 Bernard Andrews Guy
 Joseph Alden Harville
 Clifford Frank Hawkins
 Verna Maude Himes
 John Herman Hoffman
 Margaret Wilson Honeywell
 Susan Marin Jameson
 Perry Joseph Johnson
 Harold Fowler Jones
 Phoebe Clare Kelly
 Mabel Henrietta Kelman
 Harold Wadsworth Kidwell
 Thomas Tsok Wing Lee
 Hester Geraldine Lester

Joseph Gwynne Marvin
 Katharine Mason
 Frederic Bay McCormac
 Melva Ruth Moore
 Dorothy Poland Morris
 Harold Eugene Mosher
 Flora DeNance Muir
 Madeline Muldoon
 William Wallace Murray
 George Willis Murray, Jr.
 Clifford Talmadge Orear
 Gladys Cooper Page
 Frank Pape
 Romeo Paroni
 Eleanor Grace Pinkerton
 Genevieve Margaret Rahill
 Paul Newman Rawlins
 Donald Kenneth Edgar Rickard
 Martha H. Robinson
 Carl J. Rolph, Jr.
 Vladimir Roteler
 Jessie Aileen Rowlands
 Mary Jane Sanderson
 Gertrude Agnes Schieck
 Edmund Wilson Searby
 Cyril Thomas Simard
 Violet Rosalie Slade
 Hazel Helen Snow
 Eldon Battles Spofford
 Helen Clara Stewart
 Viola Edna Studer
 Leo C. Trueblood
 Raymond Truman
 Alice Louise Van Mater
 Percy Robert Welch
 Gertrude Ethel Wells
 George Herbert Wheeler
 Ruth Irma Wheeler
 Clara Frances Wight

Oscar Joseph Lewis Earl Delano Williams
 William Harvey Livingston Thomas Lawrence Williams

Commercial Certificate
 Sydney Wilfrid Miller

June, 1914

Carl Frederic Adam, Jr.	Mildred Ethlynn Madison
DeEsta Margaret Allen	Vera Marston
Edward McKean Atchison	Ransdell Matthews
Helen Margaret Ayres	Edgar Mayo
Victoria Worley Bailie	Merwin McCabe
Emilie Elizabeth Basye	Regina Penelope McEntyre
Gladys Dorothy Basye	John Ritchie McKee
Vera Lorraine Bicknell	Arthur Lawrence McLean
Philip Frederick Biehl	Edith Marion McLenegan
Rachel Etta Bishop	Madeline Vada McMahon
Antoinette Boies	Faye Dickinson Miller
Royles Malcolm Botsford	Hobart Miller
Donald Ellsworth Bourne	Marc Frederick Miller
Mildred Janet Bourne	Thelma Mae Miller
Alice Bradley	Vera Virginia Mitchell
Laura Jane Briggs	Alberto Octavio Montijo
Mabel Brin	Everett Gillis Morgan
Russie May Brown	Ruth Morrish
Agnes Jean Bryant	Scully William Muldoon
Elizabeth Fredericka Burket	Ida Muller
Casler Moore Burton	Howard Murphy
Arthur Thomas Callahan	Albert Walfred Nelson
Muriel Margaret Cameron	Marguerite Edith Nickel
Dorothy Eveland Carter	May Elizabeth Norton
Lorene Eugenie Carver	Francis Warren Nunen-
Robert Wallace Chalmers	macher
James Forrest Cobb, Jr.	Lloyd Herbert Offield
Donald Bennallack Collins	Owen Meredith Paine
Corena Emogene Daugherty	Lucile Meredith Parr
Florence Mary Denham	George Parrish
Andrew Ormsby Donogh, Jr.	Martha Briggs Person
Ralph Burgess Doughty	Josephine Ellis Phillips
Ione Lillian Margarete Dres-	Hazel Dot Pocok
den	Ethel Belle Powell
Muriel Drury	Eva Smith Pressley
Juliet Panora Durney	Carl Davidson Price
Albert Hiatt Dutton	Janet Ethel Pushie
Edna Ruth Dyer	Marion Edith Rahill
Azel Edwin Erikson	Hanna Rahtjen
Ivyn Irving Farwell	Myrtle Ranlett
Winifred Jeanette Ferris	Helen Chase Reed
Willie Caines Fisher	Maude Mildred Replogle
Rachel Avis Fitch	Fred Reuben Richardson
Dorothy Flynn	Agnes Roddy Robb

Mary Margaret Cecelia Foley	Ronald Squire Robinson
Florence Lillian Foot	Evangeline Marie Rocha
Ruth Wade Foster	Ethel Lucile Rudolph
Wilbur Mark Madison Fow-	Alice Arthureta Sanderson
den	Marion Taber Sanderson
Delmar James Frazier	Virginia Somes Sanderson
Mindella Harriet Friedman	Leslie Bernard Schlingheyde
Ruth Marjorie Frohlinger	Ernest Schulze
Ruth Elizabeth Gassaway	Lois Edna Shafer
Jeannette Natalie Gay	Margaret Gwendolyn Shaw
Elsie Eva Geary	Elsie Mae Sinnock
Winifred Margaret Godfrey	Emma Skaale
John William Good	Queenie Maude Smale
John James Gordon	Ruth Elaine Smiley
Irene Lillian Goudey	Helen Smyth
Gladys Griffin	Rosamund Pauline Soo-Hoo
Frank Gustavson, Jr.	Maud Phillips Speir
Joseph Hale	John Henry Spohn, Jr.
Helen Josephine Hambly	Saidee Sutherland
Margaret Hansen	Harry Allan Sproul
Harvey Hardison	Frank Rawson Steele
Hazel Russell Heard	Edwyn French Steen
Helen Dorothy Heiser	Heber Spencer Steen
Clifford Farley Henderson	Carroll Vincent Stein
Earl Hamilton Hiller	Lillian Steindorff
Katherine Maybelle Hitch-	Eleanor Charlotte Stille
cock	Lois Rowena Stonesifer
Irvine Wilson Hollister	Marjorie Isabelle Stuart
Earl Leigh Holman	Arnold Valentine Stuben-
Norma Christine Houston	rauch, Jr.
Josephine Hoyt	Earl Alfred Sykes
Bervice Hubbard	Harold Bertram Symes
Marjorie Huxley	Laurence Wilson Taylor
Madeleine Gertrude Jackson	Robert Ladley Taylor
Margaret Agnes Jackson	Harriette Margaret Teter
Edward Moss Jaffa	Howard Winthrop Turner
George Daryl Jewett	Susan Davis Tuttle
Olive Johnson	Irene Amelda Van Kirk
Sabena Elizabeth Johnson	Helen Lucile Vazeille
Carrie Bertha Jones	Violet Victoria Vincent
Callie Jungck	James Paul Warren
Arthur Worcester Kidder	Margaret Sutherland War-
Donald Linn Kieffer	wick
Frederick William Kiessig	Mildred Alta Watson
Margaret LaBaree	Gertrude Watts
Robert Henry Landgrebe	Harriet Frances Weil
Eliot Frost Duncan Landon	Sol Iliff Wenrich
Cecil Arthur Lathrap	Marjorie Clarke White
Winifred Maude Lillie	Carl Walter Wikander
Elton Page Lincoln	Roy Oliver Williams

Harry Calvin Lind
Caleb Harold Lindquist
Mary Edith Lipman
Mary Jane Love

Allene Avery Wilson
Beatrice Vesta Winder
Catherine Helene Woolsey
Joachim Eugene Zander

Commercial Certificate.
Marilla Margaret Williams

December, 1914

Adelaide Martin Adams
Kathleen Agnew
Naomi Blanche Aguirre
Harry Christie Aitken
Jack Little Avery
Marian L. Barber
Albert Lyman Beardsley
Alma Caroline Berude
Marie Elizabeth Beukers
William Fisher Brewster
Joseph Nightingale Caine
Edith Carlton
Burton Kenneth Carr
Paul Clay
Cecilia Katherine Daniels
Elise Detrick
Mildred Elam
Winella Everett
Isabelle Fiselbrand
James Randall Fraser
August John Galan
Harold Winslow Gallison
Norman Sterne Gallison
Margurettia Hazel George
Hazel Selby Glasgow
Beatrice Huscroft Glocker
Florence Josephine Gray
Gladys Margarette Griffin
Rebecca West Hammond
Matilda May Hein
Marion Elise Herrmann
James Edward Holbrook
Katherine Holmes
Maurice Loyal Huggins
Carl Edson Jefferson
Mabel Irene Job
Clarence Lancelot Johnson
Harris Crozer Kirk
Dorothea Langguth
Donald Caroll Lawton
Merle Lillie

Leon Ferrer Lorenzo
Gertrude Maxfield
Allen Kier McGrath
Lulu McMains
Walter Stewart McManus
Marie Miller
Francis J. Moon
Vera Frances Morse
William George Neil
Mary Norton Ord
Vivian Costroma Osborne
Louis Earl Paltenghi
Ruth Anna Pearson
Vivienne Deette Pettit
Samuel Albert Pinkerton
Bertram Pierre Puckett
Maion Edith Rahill
Hester Evelyn Reynolds
John Cogswell Sammi
Lemuel Dalton Sanderson
Edward Milo Seaman, Jr.
Kathryn Martin Sherwood
Ethelwynne Sites
Harold Flagler Smith
Clay Hanlin Sorrick
Fred Stephens
Marion Margaret Stewart
Howard Lloyd Sutherland
Wellington Treat Switzer
Mary Tudor
William Ewing Waste
Victor Llewellyn Wells, Jr.
Dorothy Wendrich
Percy Esmond Weymouth
Donald Gardiner Wharton
Helen Gertrude White
George Frederick Whitworth
Stephen Arthur Wight
Aliene Wilkes
Violette Stitt Wilson

Commercial Certificates.

Marion Evelyn Carthorne Gilda Ada Esmond

June, 1915

Ruth Averill	Katherine Amanda Lord
Ella Cole Barrows	Cecilia Marie Macdougald
Ruth Dewing Barry	Louis William Macdougald
Julia A. Benjamin	Helen Marr
Irma Leone Bennett	Muriel Erma McDonald
Albert George Biehl	Philura Adelaide McGovern
Louise Emeline Bigelow	Harold Ernest McGowan
Myrtle Constance Bixby	Mabel Elizabeth McGrath
Dorothy Blacker	Warren Thomas McGrath
Marion Meredith Bogle	Donald Graham McKay
Jessie Caroline Boles	Dora McKinlay
Lyman Grosvenor Bolles	Rommey Mellen
Frances Latham Bolton	George William Moore, Jr.
Margaret Sara Bonner	Hollis Edith Moore
Mary Magdalene Brooks	Gwendolyn Bishop Morris
Elaine Violet Buckland	Raymond Henry Muentner
Dorothy Aileen Calef	Dorothy Munro
Mabel Clare Canavan	Melvin Donnel Murphey
Isidoro Cereghino	Helen Vernetta Myers
Caroline Esther Chase	Raymond Irving Nevin
Earle Graham Coleman	Dorotea Alicia Newell
Roger Nugent Conant	Elizabeth May Nutting
Kathryn Cook	George James O'Brien
Helen Frances Cooley	Beatrice Paine
Oliver William Cordz	Mildred Palmer
Grace Cornwall	Edgar Earle Parry
Gladys Mildred Cowen	Esther Patterson
Dorothy Critzer	Virgil Ansyl Pausch
Eleanor Crofts	Edward Philip Pendleton
Thomas Robert Crosby	Anna Helen Petersen
Myra Anna Daggett	Anna Peterson
Audrey May Davies	Clara Poppic
Dorothy Park Davis	Fred Cleave Potter
Mary Valerie de Kay	Katherine Pratt
Charlotte M. Dingley	Elsie Vivian Prosser
May Dornin	Lee Julian Purnell
Clark Crowell Dresser	James Clarence Raphael
Frank Ward Durgin, Jr.	Ruth Eva Reynolds
Violet Garbrella Eastman	Alice Brinley Rickey
Vivian Sophie Edwards	Lois Jeanne Rogers
Margaret Chaires Ellis	Fern Rolph
John Farrell	Alice Hobbs Sanderson
Ada Jewett Fish	Helen Louise Schieck
Edwin Ashton Flinn	Clarence Floyd Seavy
James Anthony Folger	Martin Russell Sellers
Ralph Aldom Frost, Jr.	Pearl Alberta Shewman

Katherine Webb Gibbs
 Sherman William Gibbs
 Orrin Henry Gibson
 Lawrence Leland Gott
 Donald Munson Gregory
 Le Roy Walter Hahn
 Parker Hall
 Julia Hannas
 Aura Delphina Hardison
 Llewellyn Gilmore Haskell
 Eugenie Irene Haynes
 Mary Wallace Healy
 Perry M. Heard
 Lillian Johanna Hegerty
 Muriel Henderson
 Faith Hewes
 Teresa Hihn
 Charles Frances Honeywell
 Elmer Knapp Hood
 Inez Juanita Hoover
 Dorothy Eleanor Hope
 Josephine Isabelle Hornung
 Berkeley Howell
 Ethel Howell
 Effa Lois Hoyt
 Walter Douglas Hubbard
 Eugene Field Hull
 Marion Brewster Jones
 Lester Murta Johnson
 Anne Harriet Kelsey
 Ruth Naomi Kelsey
 Perry Kittredge
 Albert John Reid Lambert
 Winifred Joyce Lee
 Ernest Samuel Leslie
 Ethel Vera Lightfoot
 John Floyd Long

Esther Gertrude Hayles Sit-
 tig
 Arthur Mazson Smith, Jr.
 Bradford Bixby Smith
 Dorothy Sears Smith
 Faye Smith
 Morton Bailey Smith
 Marybeth Stairs
 Carolyn Steel
 Jack Lorenz Stein
 Henriette Widmer Steinegger
 John Archer Stewart
 Matthew Williams Stirling
 Katherine Stone
 Richard August Stumm
 Marion Sutton
 Anna Chapin Sylvester
 John P. Symes
 George Tays
 Carrie Templeton
 Edward Vernon Tenney
 William Paul Thomas
 Frances Tracy Thompson
 Velva Evodene Thompson
 Lucy Helen Vance
 Dolores Garnett Waldorf
 Leontine Edith Wallace
 John Victor Wallen
 Victoria Warwick
 Helen Wehe
 Gerald Dixon Welch
 Glenn Anthony Wessels
 Charlotte Elizabeth Wilder
 Thornton Niven Wilder
 Annabelle Wood
 Zelma Lulu Wyatt
 Robert Henry Young

December, 1915

Joseph Copley Alter
 Winifred Arbulich
 Grace Holland Arlett
 Ward Dwight Armstrong
 Pablo Sonido Azcueta
 Amy Linquist
 Alva Lucas
 Hale Luff
 Alice Macgregor
 Alfred Warren McClaskey
 Madeline Becker

Wallace Johnstone
 Milton William Landgrebe
 Virginia Lane
 Dorothy M. Leary
 Helen Valeria Lester
 Beatrice McClaskey
 Frank McKechnie
 Grace Mitchell
 Donald Lambert Morris
 Raymond Morrison
 John Muldoon, Jr.

Carolyn Jane Bolles	Homer Nichols
Jane Bonner	Randolph Rexford Nickerson
Thomas Hall Boyd	Helen June Offield
Walter Brigdon	Eugenie Roberta Paine
Edla Esther Broman	Lucile Eolienne Paine
Austin Adair Brown	Francis Corinne Painter
Bayard Buckham	Walter Cecil Patchett
Woodbury Lee Bunnell	Esther Foster Pearson
Bhupendra Nath Bysack	Stanley Mitchell Persons
Haral Cobb	Mildred Spencer Ponting
Adelaide Conro	Shirley Everrett Porter
John Elliott Cook	Margaret Alice Queen
Myrle Josephine Cowan	Van Robertson
Ruth Emily Cruess	Ruth Robinson
Douglas Denton Crystal	Priscilla Evangeline Rugg
Leo Bernard Dattlebaum	Martha Alice Runckel
Stella Davis	Gerald Barlow Schuyler
Franklin Bergson Doyle	Cassius Elliott Seaman
Herbert Lincoln Edgar	Dean Goodwin Searls
Donna Belle Ellen	Madeline Waite Shaw
Charlotte Jeannette Froh- liger	Ruth Chapman Sheldon
Hellen Lucy Frye	Arthur Herbert Sinnock
Ellen Margaret Gall	Esther Margaret Stephens
George Henry Godfrey	Fern Isabel Stuart
Henry William Grady	Wilson Beighle Taylor
May Agnes Gruber	Olive Margaret Texdahl
Frank Hargear	Margaret Alice Thaxter
Lewis Gregory Harrier	Katherine Towle
Clara Mabel Harrington	Ferdinand George Trescher
Kathleen Hayden	Marjory Tuttle
William Dennis Heafey	Norman McFarlane Ure
Norman Heinz	Percy Whitten
Edith May Hight	Aletta Blanche Wickham
Ethel Hofmann	Orville Myers Wight
Marjorie Snow Hopkins	Arthur H. Wallace Wilde
Edward Bright Hussey, Jr.	Harold Edward Williams
Douglas Hutton	Olin Melvin Wilson
Clarence Arthur Jenks	Carol Wright

Commercial Certificates.

Alphonse C. Anderson	Kenneth Frantz Fenton
Hazel Gertrude Atthowe	

June, 1916.

Douglas Carryl Aitken	Mildred Margaret Mac-
Helen Allison	Knight
Feliza Esther Alvarez	Frances Virginia Mains
Ethel Ames	Rose Helena Martin
Elinor Atchison	Edith Maud Maslin

Lloyd Austin	Aileen Patricia Mason
Leola Marion Barbiel	Cecil Calvert Mathews
Clara Barnes	Harold Mathews
Roy Calteau Bateman	Wallace Taylor McAfee
Erl Beaman	George Roy McCord
Margaret Dorothy Beck	Gavien Floyd McCullagh
Grace Georgia Becker	Lucille Myrtle McDuff
Edna Bisson	Edward Chester McLaughlin
Marion Louise Blankinship	Nell McLaughlin
Pauline Georgia Borradaile	Charles Elwood Meek
Robert Ezra Bowen	Gertrude Meikle
Charles Lee Boman	Dorothy Dalrymple Meredith
Alfred Horace Brown	Lawrence Merriam
Lawrence Brown	Madalyn Miller
Thelma Irene Brown	Marion Josephine Mills
Agnes Bryant	Mary Belle Mills
Hildreth Mosher Caldwell	Myrtle Mitchell
Elbridge Miles Cantelow	William Douglas Montgo-
Etta Lucille Cardwell	mery
Florence Chalmers	Lucy Moore
Monroe Chappellear	Fearing Henry Morris
Alfred Clement, Jr.	Agnes Young Morton
Pauline Estelle Combs	Cecil Mosbacher
Earle Raymond Converse	Hester Florence Myers
Raymond Winter Cortelyou	Thomas Warren Nevin
Catharine Virginia Cox	Edward August Nickel
Thorburn James Cumber-	Irene O'Brien
patch	Irvin Hope Orear
Rowena Greenwood Daugh-	Maxine Josephine Oroszco
erty	Mildred Bell Owens
Arthur Ronald Davies	Leila Evelyn Paine
George Davis	Burnett Park
Basil Robert Denbigh	Jessie Sutherland Patton
Laura Estrella deVeuve	Eugene Robinson Paul
Ethel Lois Dobner	Fred Owen Pearce
Dorothy Dale Dowdell	Helen Peet
Agnes Frances Downing	Violet Evelyn Pender
Eva Janet Dresser	Philip Persons
Bernice Eardley	Ruth Gilbert Persons
Margaret Eberts	Irma Claire Pfitzer
Ruth Ysabelle Finney	Harriet Elizabeth Phillips
Marian Alice Fisher	Harold Hathaway Plummer,
Southard Tolchard Flynn	Jr.
Paul Francis	Arthur Elliott Ponting
Cornelia Harriet Frick	Arthur Andrew Priest
Francis Daniel Frost, Jr.	Lillian Rampendahl
Carl Frunk	Winslow Haskell Randall
Oscar LeRoy Garlichs	Beatrice Capitola Reynolds
Myrtle Gile	Claude Preston Richard
Joseph Glazer	Dorothy Richardson

Evelyn Theresa Golly	Orlo Albert Robinson
Lena May Gordon	Frank Robison
Paul Henry Goss	Rolla Hazen Robison
Genevieve Grady	Fredericka Martha Rossow
Inga Berg Gravem	Maynard Arthur Rotermund
Frank Harold Graves, Jr.	Helen Rust
Alyce Mary Green	Gorham Dehy Sanderson
Katharyn Boyce Green	Helen Louise Saylor
Walter Geraldson Griffiths	George Burbridge Scheer
Esther Luelia Guthrie	Leroy Schoening
John Herbert Walter Haberkorn	Charles Andreani Shaw
John Bruce Hamilton	Marie Antoinette Siler
Laura Hanlon	Walter Louis Sisson
Orpha Elvira Haugen	Arthur John Skaale
Cecil Jerome Hawkins	Lucille May Slade
Edwin Heinz	Gaylord Sterling Smith
Bonnie Leota Himes	Elsie Irene Smither
Harold Kelso Hirst	Alice Virginia Songey
Mervil Hiscox	Mildred Taylor Squired
Richard Hiscox	Myrtle Winnefred Steen
Bernice Mayrie Hobson	Abigail Stevens
Gerald Whitney Hollingsworth	Jennie Eldred Stricker
Mildred Hollis	Lydia Marie Svoboda
Joseph Folger Holmes	Myrtle Christine Texdahl
Dorothy Hopping	Hubert Robert Thornburgh
Florence Euphemia Horton	Anita Lois Underwood
Fred William Houston	Randolph Van Nostrand
Herbert Sanford Howard, Jr.	Kenneth Stevens Van Strum
Placie Margaret Howard	Phillis Clarissa Van Strum
Gladys Ethel Humphrey	Bernice Walker
Augusta Hunrick	Lois Vivian Walker
Katherine Amelia Huseman	George Herbert Warren
May Riki Iki	Vincent H. Watterick
Elizabeth May Jenks	Marian Helen Weed
John Herschel Jessup	Mabel Carolyn Welch
Barbara Jones	Margaret Bethany Westenberg
Edmund Jussen, Jr.	Dorothy Whiting
Helen Anna Kearney	Pauline Wilkinson
Anna Pauline Kennedy	Higbee Williams
Ralph Shepard Kerr	Kenneth Alston Williams
Ruth Vivienne Kidwell	Helen Jenella Williamson
Ruth Kinell	Sybil Rideout Willis
Thomas Harris Larke, Jr.	Waltham Rideout Willis
Dorothy Burnett Lawton	Alice Muirhead Wilson
Wallace Hilton Leland	Vera Lee Wilson
Lilian Mary Liddell	Alda Leora Wood
Frank Farnsworth Lind	Jonathan Garrard Wright
Crittenden A. Loveland	Paul Wucher
	Cameron Ellsworth Wylie

HISTORY OF THE BERKELEY SCHOOLS

Eleanor Marie Lux
Robert Dorsey Maclay

Russell Ringo Yates
Foon Tong Young

Commercial Certificates.

Mabel Emma Dustin

Stella F. Engquist

December 15, 1916

Robert Foster Aitken
Helen Clark Arnold
Clarissa Edith Ayer
Richard Edward Ayres
Alice Baxley
Esther Elaine Beaman
Katharine Alice Benjamin
Cecil Alvin Best
Helen William Bicknell
Wynn Fred Blaisdell
Ruth Walsworth Bosley
DeLano Amasa Brown
Alice Pauline Brunk
Mildred Helen Buckius
Albert Ernest Bunker
Mary Marguerite Carver
Thomas Chalmers
Charles Cobb
Anita Alexander Courtney
Edward Percival Coxhead
Mervyn King Crow
Hilma Davis
Galena Louise Day
Charles Earl
Robert Cortlandt Ellis
Helen Marie Fliege
Viva Flower
Fon Kew Gee
Madeline Grady
Helen Graves
Edwin Daniel Greer
Wales Averill Haas
Helen Aphra Hammond
Emerson Douglas Harrington
Edith Adlington Heywood
Harold Benjamin Hobson
Andrew Albert Hogan
Mary Eleanor Hughes
Vivian Anna Hurst
Hilda Dangny Hvall
Kachakoni Emily Ingham
Minnie Milimili Ingham
Helen Courtenay Ingram
Ruth Fanchon Jackson

Helen Jane McCreary
Norah McCullough
Marie Ruth McDonald
Merle Helen McGrath
Martin Cyril McGuire
Roy Marston McHale
Ellen Synphrose Minall
Madge Leona Muney
Frank Linden Naylor, Jr.
Mildred Edith Nichols
Thomas Keyser Oliver
Elizabeth Osberne von Pfister Oxnam
Weldon Manning Parker
Alan Roy Parrish
Thomas Pearson
Eda Charlotte Peterson
Enid Irene Place
Vere Violet Pocock
Grace Genevieve Power
Ida Margaret Preiss
John Floyd Price
Leslie Irving Quick
Mabel Elizabeth Rendahl
Mary Frances Ritson
Myrtle Ellen Rodehaver
Henry Wilkins Rustin
Robert McBride Saylor
Carl Milford Schiller
Celiz Alwynne Scudder
Dorothy Winifred Seabury
Mildred Harriet Simonds
Ruth Lorraine Simpson
Andrew Soo-Hoo
Herbert Allen Stanton
Margaret Lillian Stein
Dorothy Kent Stemm
Edna Catherine Stephens
Ruth Caroline Stevenson
Beatrice May St. John
Muriel Helen Storms
May Sutcliffe
Lois Elizabeth Uren
Joseph von Ende

Alfredo Samson Jose	Gladys May Wallace
Helen Grace Keith	Harvey Klaus Ward
George Powers Kelsey, Jr.	Mary Martha Watts
Russell Allen Kern	Richard Grenell Weeks
William Hugh-Ming Liang	Leicester Henry Williams
Lora Isabelle Lind	Robb Roy Young
Eva Linney	Virginia Cecelia Young
Harvey Lawrence Livingston	Commercial Certificates.
Edward George Mahoney	Hazel Isabel Anderson
Florence Malloch	Margaret Maria Gloor
Alvin Clifford Maybeck	Fred Henry Werner
Edwin James McCord	

June, 1917

Beatrice Anderson	Lawrence Mah
Ruth Marie Arnold	Daniel Stephen Marovich
Janice Milbrun Atchison	George Leggett Marvin
Stephen H. Babcock, Jr.	Wallen White Maybeck
Constance Mary Bachrach	Edna Frances Maynes
Jane Alice Bachrach	Minora Ellis McCabe
Thelma Naomi Badgley	Ruey Marion McCreary
Dorothea Emma Bannister	Elsie Theodora McGovern
Ralph Kenneth Barker	Rolla R. McMillin
Margaret Beatrice Bean	Helen Merrill
Marguerite Lucy Bennett	Olive Louise Merrill
Katherine Graydon Biedenbach	Leonore Morris
Victor Allen Bigelow	Lois Elaine Morris
Lola Lanier Blankenship	Ralph W. Mortenson
Howard Frederick Bohnet	Herbert Charles Mulvany
Rachel Isabelle Bretherton	Alma D. Newell
Octavine M. Buchenery	Amy Jane Newsom
Elizabeth Burke	Edith Alvord Newton
Dorothy Beharrell Carey	Ada Minnie North
Albert T. Carlisle	Ida Norton
Beth Cereghino	Edgar David O'Brien
John Foote Chaddock	Kelsey Joseph Olds
Dwight W. Chapman	Carolyn Annette Page
Julia M. I. Charnock	Miriam Parker
Inez Irene Clark	James Emmons Pember-
Lois M. Clark	ton, Jr.
Naylor Elmer Cole	Jeanne Francoise Perroset
Martha June Coleman	Carolyn Petch
Elizabeth Cary Collins	Ruth Louisa Pinkerton
Wilda Alma Connell	Marian Pollard
Edward Lewis Culin, Jr.	Ernestine Porter
Robert Kennedy Cutter	Frances Clementine Pottle
Alling Davis	Marie Monnette Preiss
Franc Willard DeLong	Evelyn Gifford Pullen
Sydney Demarest	Melba Louise Randall
	Cora Read

Dorothea Alice Easton	Elsie Reed
Herbert Eckley	Essie Annabelle Richardson
Marion Larimore Elliott	Mildred Mabel Root
Frances Audrey Fender	Athelstane Kirtland Sackett
Charles D. Folsom, Jr.	Robert David Salzberger
Joseph Alfred Forsburg	Friedeborg Margaretta Samuelson
Arthur Charles Foss	Evelyn Hyde Sanderson
Alfred Sheldon Fraga	Georgia Sauer
Ruby Irene Friedman	Charles Wilbur Savage, Jr.
Della Beverly Gilbert	Alice May Schilling
Kathleen Rowland Glasgow	Hugh Edward Schilling
Ruth Gompertz	Dorothy Emma Schraut
Henry George Good	Alice Elizabeth Seaby
Donald Fiske Grant	William McCallum Seely
Thomas Jugo Gutierrez	Mildred Charlotte Sellars
Harry Bishop Hambly, Jr.	Margaret Ladeane Shattuck
Mildred Lee Harkey	Gladys Claire Shelley
Scott B. Harrington	Frank Decker Siegrist
Verda Loraine Harrison	Luella Skidmore
Mabel Armstrong Hays	Gladys Eloise Smiley
Anne Elizabeth Hegerty	Alma Tangier Smith
Georgia J. Herbert	Anna Anita Smith
Frances Fern Hicks	Margaret Wyman Smith
William Hillman	Myrta Holland Smith
Gertrude Holland	Reuben William Smith
Abe Horvitz	Lily Smabelle Soo-Hoo
Charles Houghton Howard	Gladys Alpha Stephens
Hazel Irene Huber	Erma Stewart
Helen Huggins	Lydia Hazel Stewart
Mildred Huggins	Philip M. Stone
Georgia Loraine Hughes	Isabella Jane Taylor
Zelda Olivette Hulse	Alice Louise Thomas
Everard Hunt	Elanor Tingman
Ethel Louise Irvine	Emma Catherine Tomwye
Otto J. Jacobsen	Constance Margaret Topping
Susan Jameyson	Ruth Treadwell
Mabel Elvera Johnson	Ruth Uren
Octavia Ruth Johnson	Myron C. Van Haren
Rufus William Johnson	Nellie D. Van Benschoten
Wallace Franklin Kenny	Creed Vazeille
Neva Katherine Kimberlin	Estha Voorhees
Elsie E. Kitzmiller	Margaret Rebecca Walker
Theodore Temple Knappen	Ora Cecil Watkins
Adolph E. Koechlin	Ruth Cornelia Welch
Peter D. Krstich	Ruth Ackerly Westervelt
Florence Ethel Lang	Evelyn Marie White
Olga Marie Larsen	Virginia Elizabeth White
Cecile LeConte	Lucile Cleaveland Whiting
Louis Julian LeConte, Jr.	Dorothy Grace Willett
Isabel Norah Ledyard	

Constance E. Lilley	Louise Herman Wolters
Mervyn Harbey Lozier	Mary Eloise Woods
Margaret Grenngo Lyman	Davis Wooley
Claudia Agnes Macdonald	William Edward Zander, Jr.
Christian Moller Madsen	

Commercial Certificates

Margaret Banker	Dewey Golden McClaskey
Leslie Ray Head	

December, 1917

Adah Margaret Allen	Marion Juliet Hunt
Leona Alberta Archibald	Helen Kahinu Ingham
Alice Augusta Benning	Leslie William Ingram
Grace Katherine Beukers	Harry Andrew Jackson, Jr.
Marjorie Gray Bickley	Aileen Raby Jaffa
Charles Jonathan Biddle	Donald D. Johnson
Helen Bolton	Walter Johnson
Gypsy Bernice Bowman	Martha Justice
Mary Alice Brown	Milton Clair Kennedy
Edith Eunice Bryant	Mary Alberta Kirk
Bernice Buhrmeister	Mildred Laird
Flora Marguerite Burns	John Herbert Leisure
Horace Button	Marjorie Elizabeth LeMay
Philip Randall Calkins	Arthur Cecil Lewis
Salvador C. Carbonell	Eleanor Harriet Livingston
Frances Martha Carson	Mansfield Lovell, Jr.
Sydney Austin Chester	Frances McHenry
Webster Verner Clark	Phyllis Merrill McIntosh
Beatrice Clough	Maybelle Jean Meece
Lida Evelyn Coe	Theodore Merrill
Sherrill M. Conner	Alice Katherine Miller
Edith May Cook	Beatrice Romaine Miller
Esther Gott Crandall	Charlotte Evelyn Miller
Galen Cecil Darr	Howard Owen Moore
Keith Ellsworth Dennison	Richard C. Moore
Kathryn Dodge	Frances DeKay Morris
Helen Douglas	Marian Myers
Wallace Dean Duffy	Dorothy Marie Palmer
Frank Hermon Dunsmore	Karl W. Ponsi
Anne Edgar	Waldemar Andrew Ponsi
Elmer Edgar	Lawson Victor Poss
Dorothy May Ellerhorst	Ethel Genevieve Quick
Sydney Boutelle Ellis	Rolfe Corne Rathbone
Clay Dare Farnsworth	Madeline Robinson
Merritt David Finley	Naomi Catherine Rolfes
Daniel Brooks Fisher	Doris Eleene Sawyer
Annabelle Gaw	Weston Harold Settlemier
Josephine Klein Gibbs	Josephine Sevier
Edward Graff	Ida Aleen Simpson
Ruth Alice Greer	Ruth Estelle Sorrick

HISTORY OF THE BERKELEY SCHOOLS

Hall McAllister Griffiths
 Miriam Griffiths
 Margaret Grimshaw
 Harriet Geraldine Guy
 Alfred Edward Hall
 Josephine Helen Halverson
 Hannah Muriel Harter
 Jeannette Harter
 Marvin Perry Hays
 Freda Heilemann
 Revere Ulrich Hofstetter
 William Horstmann
 Frank William Hubbard

Frederick Melyin Stamper
 Arthur St. Clair
 Grace Veronica Sullivan
 Ethel Sutton
 Esther Albertina Thoren
 Helen Trevor
 Aida Wanda Verdi
 Roy Milton Wayland
 Mary Isabelle Warwick
 Jean McIntosh Waste
 Kenneth Lloyd Williams
 Florine Claire Wurfheim

Commercial Certificates.

Karen Inger Cloos

Grace Mary Dean

May, 1918

Charles Robert Abrams
 Parker Frederic Allen
 Donna Louise Anderson
 Martha Viola Anderson
 Muriel Margaret Arnold
 John Hamilton Ashley
 Mary Annvonette Bates
 Adam Carl Beyer
 Beatrice Barbara Bovo
 Virginia Rose Boyle
 Esther May Brady
 Augusta Uglow Breed
 Editha Winifred Brown
 Lester Edward Browning
 Eleanor Frances Calnen
 Donald A. Carey
 Roy Edwin Chanslor
 Edith May Ching
 T. Dolliver Church
 Kenneth Conner
 Roy M. Converse
 Lucile Stewart Cooper
 Robert Edwin Cornish
 Genevieve La Verne Cox
 Harold W. Crockett
 Marion Agnes Crosbie
 Dick Tyng Dang
 Herbert E. Daube
 Aletha Elizabeth Deitrick
 Fred H. Dempster
 Inez Virginia Dorsey
 Marjorie Evelyn Doyle
 Otis Peabody Dyar

Livia La Baree
 Judith Elizabeth Lee
 Arthur Leonard
 Helen Lightner
 Volberg Linnea Lundberg
 Walter Maas
 Lula Raphael Madison
 Anne Venice Marovich
 Martha Lillian Matthews
 Robert McHenry
 Gertrude Marian McKain
 Edith Mary Meal
 Prasiddhi Menasvetta
 Willa May Middlehoff
 Faith Farrington Milliken
 Catherine G. Moore
 John Paul Moore
 Clara Eileen Murphey
 Elizabeth Agnes Murphy
 Marie Louise Myers
 Mary Margaret Newsom
 Frank B. Norton, Jr.
 Norman Robert Olson
 Ralph K. Paine
 Louise Park
 Lyell Hale Parker
 George Harold Payne
 Morris B. Pendleton
 Elsa Galloway Peoples
 Eleonore Ida Petersen
 Harry F. Petersen
 Meta Theodora Petersen
 Dorothy Nell Redfield

Thomas L. Edwards	Modest Oreathial Richardson
Mary Elizabeth Eyde	William Cyril Ries
William Joel Forman	Theodora Kathleen Robertson
Elmer Arnold E. Forsstrom	Edwin Ross
Pauline Pendleton Gaines	Henry Magee Rossiter
Carl Y. Geiser	Scott Roebuck Ruby
George Edward Gilchrist	Dorothy Huldah Sawyer
Esther Gustavia Gilkey	Elbert Ivan Schiller
Wickes Edward Glass	Laurelda Cecille Schmidt
Myrtle Dales Glenn	Paula M. Schoningh
Viola Fishbourne Grady	Ruth M. Scotford
LeRoy Hanscom	Mary Carol Seabury
Gertrude Frances Harrington	Dorothy Helen Seaton
Carlton A. Haviland	James Harding Sewell
Alpheus George Haws	Lucile W. Sleeper
Freda Carolina Hein	Charles Sheridan Smith
Dorothy Steen Henderson	Donald Albert Smith
Marjorie Herrmann	Rhea Lorena Olivette Smith
Abe L. Hesselberg	Frederick Keagle Spurrier
Marguerite Irene Hinds	Dorothy Evelyn Staats
Harriett Louise Holden	Margaret Stewart
Agnes Horton	Walter Oliver St. John
Edwin Douglas Hosselkus	Ernestine Kealoha Taggard
James Alexander Hurry	Mary Louise Thatcher
William Dolman Inskeep	George Thomson
Howard W. Irwin	Dorothy Todd
Marguerite Claire Irwin	Fredron Wycoff Uren
Sara Ruth Jackman	Grace Uren
Robert W. Jacque	Kiyo Uyeyama
Thomas Russell Jamieson	Harold Reynolds Warner
George Wheeler Jensen	Rose Wise
Dorothy Courtier Keep	Viola LeRay Wittner
Donald Kitzmiller	Charles Edward Woodworth
Anna Marie Knoop	

Commercial Certificate.

Enid Estudillo Beebee





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